

**IN THE UNITED STATES PATENT AND TRADEMARK OFFICE**In re application of: **Von der Geest et al.**Examiner: **Chanda L. Harris**Serial No.: **10/016,905**Group Art Unit: **3714**Filed: **December 14, 2001**Confirmation No.: **9583**For: **Method and System for Developing Teaching and Leadership Characteristics and Skills**

Commissioner for Patents  
P.O. Box 1450  
Alexandria, VA 22313-1450

Sir:

**DECLARATION OF NAMED INVENTORS UNDER 37 CFR 1.131**

1. We, Michael Von der Geest, Katharine F. Nisbet, Russell Hobby, Rebecca H. Johnson, and Stephen Lams, the undersigned, are the five named true inventors of the subject matter disclosed in U.S. Patent Application Serial No. 10/016,905 (the "905 Application"), filed December 14, 2001, entitled "Method and System for Developing Teaching and Leadership Characteristics and Skills," which is assigned to Hay Acquisition Company I, Inc.

2. We submit this Declaration to the United State Patent Office under 37 C.F.R. 1.131 to swear behind U.S. Patent Application Publication No. 2003/0046265 A1 to Orton et al., which has a United States effective filing date of September 5, 2001 and which is the sole reference relied upon by the Examiner in the Official Action dated October 4, 2004 in rejecting pending Claims 1-4, 13, 17-18, 25-29, 31-38, 43, 45, 48-52, and 70-74.

3. All of the events outlined below occurred in the United Kingdom, which is a NAFTA and WTO country, on or after January 1, 1996.

4. The Hay TRANSFORMING LEARNING Product (hereinafter, the "TL Product") formed the basis for the '905 Application. The TL Product was released as a website ([www.transforminglearning.com.uk](http://www.transforminglearning.com.uk)) before September 5, 2001 as shown in the sample invoices

dated January 2001 and February 2001 for payment of subscription fees to Hay for the released Product included in Exhibit A and as also evidenced by the copyright notice of Screen Shot 1 of Exhibit B. Exhibit B includes screen shots generated from the version of the TL Product released in January 2001 using sample data. This same version was used in preparation of the '905 Application.

5. A copy of the informal drawings FIGS. 1-15D filed with the '905 Application are attached as Exhibit C. These informal drawings were developed from screen shots captured from the version of the TL Product released before September 5, 2001.

6. Prior to September 5, 2001, we reduced to practice our method of assisting in development of an environment, comprising the steps of: receiving with a computer processor unit evaluation data for said environment received from at least one individual participating in said environment, said evaluation data representing impressions of said individual regarding said environment; providing model data to an individual that is responsible at least in part for said environment, said model data representing one or more dimensions of said environment, said model data developed at least in part from said evaluation data, each of said one or more dimensions being associated with at least one characteristic of said individual responsible for said environment; receiving with a computer processor unit a selection of at least one of said one or more dimensions of said environment received from said individual responsible for said environment; and providing said individual responsible for said environment an action plan for improving at least one characteristic associated with said selected dimension.

7. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 7 of this Declaration further comprising the step of receiving evaluation data for said environment from said individual that is responsible at least in part for said environment, said evaluation data representing an impression of said individual regarding said environment.

8. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 6 of this Declaration wherein: said environment is a classroom teaching environment, said at least one individual participating in said environment

includes a first plurality of students, and said individual responsible for said environment is a classroom teacher.

9. Prior to September 5, 2001, we reduced to practice and embodiment of our assisting method described in Paragraph 8 of this Declaration further comprising the step of receiving from said classroom teacher a designation of said first plurality of students participating in said classroom teaching environment, said first plurality of students being designated to provide said evaluation data.

10. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 6 of this Declaration wherein said evaluation data received from said at least one individual participating in said environment identify a perception of a current state of said environment and an indication of an ideal state of said environment.

11. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 7 of this Declaration wherein said environment is a school environment, said at least one individual participating in said environment includes a first plurality of employees within said school environment, and said individual responsible for said environment is a head teacher.

12. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 11 of this Declaration further comprising the step of receiving from said head teacher a designation of said first plurality of employees participating in said school environment, said first plurality of employees being designated to provide said evaluation data.

13. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 11 of this Declaration wherein said evaluation data received from said plurality of employees include first leadership style data, said first leadership style data identifying a perception by said plurality of employees of the use of a plurality of different leadership styles by said head teacher; and said evaluation data received from said head teacher include second leadership style data identifying a perception by said head teacher of the use of said plurality of different leadership styles by said head teacher.

14. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 13 of this Declaration further comprising the step of providing leadership model data, said leadership model data representing usage of said plurality of leadership styles by said head teacher, said leadership model data being developed at least in part from said first leadership style data and said second leadership style data.

15. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 13 of this Declaration wherein the step of receiving from said head teacher a selection of at least one of said one or more dimensions includes the step of receiving an identification of one or more leadership styles from said plurality of different leadership styles, said one or more leadership styles being associated with at least one of said one or more dimensions.

16. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 15 of this Declaration further comprising the step of providing said head teacher an action plan for improving said selected one or more leadership styles.

17. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 15 of this Declaration further comprising the step of providing said head teacher an action plan for improving at least one characteristic of said head teacher associated with said identified one or more leadership styles.

18. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 7 of this Declaration wherein: said evaluation data received from said at least one individual participating in said environment include first leadership style data, said first leadership style data identifying a perception of the use of a plurality of different leadership styles by said individual that is responsible for said environment; and said evaluation data received from said individual that is responsible at least in part for said environment include second leadership style data identifying a perception by said individual that is responsible at least in part for said environment of the use of said plurality of different leadership styles by said individual that is responsible for said environment.



19. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 18 of this Declaration further comprising the step of providing leadership model data, said leadership model data representing usage of a plurality of leadership styles by said individual that is responsible for said environment, said leadership model data being developed at least in part from said first leadership style data and said second leadership style data.

20. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 18 of this Declaration wherein the step of receiving from said individual responsible for said environment a selection of at least one of said one or more dimensions includes the step of receiving an identification of one or more leadership styles from said plurality of leadership styles, said one or more leadership styles being associated with said selected at least one of said one or more dimensions.

21. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 20 of this Declaration further comprising the step of providing said individual responsible for said environment an action plan for improving said selected one or more leadership styles.

22. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 20 of this Declaration further comprising the step of providing said individual responsible for said environment an action plan for improving at least one characteristic of said individual responsible for said environment associated with said identified one or more leadership styles.

23. Prior to September 5, 2001, we reduced to practice a method of assisting in development of an environment comprising the steps of receiving with a computer processor unit evaluation data for said environment received from at least one individual participating in said environment, said evaluation data representing impressions of said individual regarding said environment; and providing model data to an individual that is responsible at least in part for said environment, said model data representing one or more dimensions of said environment, said model data developed at least in part from said evaluation data.

24. Prior to September 5, 2001, we reduced to practice an embodiment of the assisting method described in Paragraph 23 of this Declaration further comprising the step of receiving evaluation data for said environment from said individual that is responsible at least in part for said environment, said evaluation data representing an impression of said individual regarding said environment.

25. Prior to September 5, 2001, we reduced to practice an embodiment of the assisting method described in Paragraph 24 of this Declaration wherein said model data are developed at least in part from said evaluation data received from said individual that is responsible at least in part for said environment.

26. Prior to September 5, 2001, we reduced to practice an embodiment of the assisting method described in Paragraph 24 of this Declaration wherein: said evaluation data received from said at least one individual participating in said environment include first leadership style data, said first leadership style data identifying a perception of the use of a plurality of different leadership styles by said individual that is responsible for said environment; and said evaluation data received from said individual that is responsible at least in part for said environment include second leadership style data identifying a perception by said individual responsible at least in part for said environment of the use of said plurality of different leadership styles by said individual that is responsible for said environment.

27. Prior to September 5, 2001, we reduced to practice an embodiment of the assisting method described in Paragraph 26 of this Declaration further comprising the step of providing leadership model data, said leadership model data representing usage of a plurality of leadership styles by said individual that is responsible for said environment, said leadership model data being developed at least in part from said first leadership style data and said second leadership style data.

28. Prior to September 5, 2001, we reduced to practice our computer-readable medium and data signal embodied in a carrier wave encoded with computer program code for directing a processor to assist in the development of an environment, comprising: a first code segment for causing a processor to provide model data to an individual that is responsible at least in part for said environment, said model data representing one or more dimensions of said

environment, said model data developed at least in part from evaluation data, said evaluation data being received from at least one individual participating in said environment and representing impressions of said individual regarding said environment, each of said one or more dimensions being associated with at least one characteristic of an individual responsible for said environment; a second code segment for causing the processor to receive from said individual responsible for said environment a selection of at least one of said one or more dimensions; and a third code segment for causing the processor to provide said individual responsible for said environment an action plan for improving at least one characteristic associated with said selected dimension.

29. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 28 of this Declaration wherein said evaluation data further represent an impression regarding said environment of said individual that is responsible at least in part for said environment.

30. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 29 of this Declaration wherein: said environment is a classroom teaching environment, said at least one individual participating in said environment includes a first plurality of students, and said individual responsible for said environment is a classroom teacher.

31. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 28 of this Declaration wherein said evaluation data received from said at least one individual participating in said environment identify a perception of a current state of said environment and an indication of an ideal state of said environment.

32. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 29 of this Declaration wherein: said environment is a school environment, said at least one individual participating in said environment includes a first plurality of employees within said school environment, and said individual responsible for said environment is a head teacher.

33. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 32 of this Declaration wherein: said evaluation data received from said first plurality of employees include first leadership style data, said first leadership style data identifying a perception by said first plurality of employees of the use of a plurality of different leadership styles by said head teacher; and said evaluation data received from said head teacher include second leadership style data identifying a perception by said head teacher of the use of said plurality of different leadership styles by said head teacher.

34. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 33 of this Declaration further comprising a fourth code segment for causing said processor to provide leadership model data, said leadership model data representing usage of said plurality of leadership styles by said head teacher, said leadership model data being developed at least in part from said first leadership data and said second leadership style data.

35. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 33 of this Declaration wherein the second code segment includes a code segment for causing the processor to receive an identification of one or more leadership styles from said plurality of different leadership styles, said one or more leadership styles being associated with said selected at least one of said one or more dimensions.

36. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 35 of this Declaration further comprising a fourth code segment for causing the processor to provide said head teacher with an action plan for improving said selected one or more leadership styles.

37. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 35 of this Declaration further comprising a fourth code segment for causing the processor to provide said head teacher with an action plan for improving a characteristic of said head teacher associated with said identified one or more leadership styles.

38. The TL Product developed, reduced to practice and released prior to September 5, 2001 embodied our methods of assisting in the development of an environment, computer-readable medium encoded with computer program code for directing a processor to assist in the development of an environment and data signal embodied in a carrier wave encoded with computer program code for directing a processor to assist in the development of an environment detailed in Paragraphs 6-37 of this Declaration. The methods, mediums and data signals as claimed and embodied in the TL Product are evidenced by the following screen shots:

- Exhibit B, Screen Shots 1 and 2 (showing a user name and password login pages of the TL Product that would be used by teachers and head teachers to access the functionality of the TL Product)
- Exhibit B, Screen Shot 3 (showing main functional modules of the TL Product including: Questionnaire Setup for allowing the designation of persons to respond to questions to provide evaluation data; “Your Questionnaire” for allowing the classroom teacher to provide evaluation data about his or her classroom environment; “Climate Detailed Feedback” and “Climate Summary Feedback” for providing model data based on the evaluation data to the classroom teacher; “Exploring and Choosing Actions” for allowing the classroom teacher to select environmental dimensions for improvement by an action plan”; and “Your Personal Action Planner” for providing an action plan to a classroom teacher and monitoring the teacher’s progress)
- Exhibit B, Screen Shots 4-8 (showing TL Product providing model data to a classroom teacher based on evaluation data received from the classroom teacher, students and national data representing one or more dimensions of a classroom environment (i.e., “Participation”))
- Exhibit B, Screen Shots 9-10 (showing TL Product providing summary model data for multiple classroom dimensions)
- Exhibit B, Screen Shots 11-13 (showing TL Product allowing selection of one or more climate dimensions to develop via an action plan and displaying individual teaching characteristics associated with individual dimensions)
- Exhibit B, Screen Shots 14-15 (showing TL Product providing for development of an action plan and providing an action plan to the classroom teacher)
- Exhibit B, Screen Shot 16 (showing, in head teacher embodiment of TL Product, chart explaining relationship of various leadership styles to the dimensions of a school environment)
- Exhibit B, Screen Shots 17-21 (showing TL Product providing model data to a head teacher based on evaluation data received from the employees, the head teacher and national data representing one or more dimensions of a school environment (i.e.,

“Responsibility”))

- Exhibit B, Screen Shots 22-24 (showing TL Product illustrating six different leadership styles for the head teacher, the effect of a particular leadership style (i.e., “Affiliative”) on a selected climate dimension (i.e., “Standards”) and the frequency of use of that leadership style by the head teacher)
- Exhibit B, Screen Shot 25 (showing TL Product presenting to the head teacher a summary of the relative value of each leadership style in developing the selected climate dimensions and receiving from the head teacher at least one leadership style for development via an action plan)
- Exhibit B, Screen Shot 26 (showing TL Product explaining in part the presentation of model data based on evaluation data)
- Exhibit B, Screen Shot 27 (showing an example from the TL Product of a portion of a student questionnaire eliciting evaluation data)
- Exhibit C, FIG. 2 (developed from screen shots of the TL Product showing main functional modules of the TL Product including: Questionnaire Setup for allowing the designation of persons to respond to questions to provide evaluation data; “Your Questionnaire” for allowing the classroom teacher to provide evaluation data about his or her classroom environment; “Climate Detailed Feedback” and “Climate Summary Feedback” for providing model data based on the evaluation data to the classroom teacher; “Exploring and Choosing Actions” for allowing the classroom teacher to select environmental dimensions for improvement by an action plan”; and “Your Personal Action Planner” for providing an action plan to a classroom teacher and monitoring the teacher’s progress)
- Exhibit C, FIGS. 3A-3E and 4A-4E (developed from screen shots from the TL Product showing model data like that shown in Exhibit B, Screen Shots 4-8 only using different sample data and for climate dimension “Fairness” and “Clarity”)
- Exhibit C, FIGS. 5-6 (developed from screen shots from the TL Product showing providing summary model data for multiple classroom dimensions, like Exhibit B, Screen Shots 9-10 only using different sample data)
- Exhibit C, FIGS. 9-10 (developed from screen shots from the TL Product showing TL Product allowing selection of one or more climate dimensions (i.e., “Clarity” and “Standards”) to develop via an action plan and displaying individual teaching characteristics associated with individual dimensions, like Exhibit B, Screen Shots 11-13)
- Exhibit C, FIG. 11 (developed from screen shot from the TL Product showing an example from the TL Product of a portion of a student questionnaire eliciting evaluation data, like Exhibit B, Screen Shot 27)

- Exhibit C, FIG. 12 (developed from screen shot from the TL Product showing main functional modules of the head teacher embodiment of the TL Product)
- Exhibit C, FIG. 13 (showing the same screen shot as shown in Exhibit B, Screen Shot 16, which shows, in head teacher embodiment of TL Product, chart explaining relationship of various leadership styles to the dimensions of a school environment)
- Exhibit C, FIGS. 14A-14E (showing TL Product providing model data to a head teacher based on evaluation data received from the employees, the head teacher and national data representing one or more dimensions of a school environment, like Exhibit B, Screen Shots 17-21 only using different sample data)
- Exhibit C, FIGS. 15A-15C (showing TL Product illustrating six different leadership styles for the head teacher, the effect of a particular leadership style (i.e., “Democratic”) on a selected climate dimension (i.e., “Team Commitment”) and the frequency of use of that leadership style by the head teacher, like Exhibit B, Screen Shots 22-24, only with a different dimension and characteristic selected)
- Exhibit C, Screen Shot 15D (showing TL Product presenting to the head teacher a summary of the relative value of each leadership style in developing the selected climate dimensions and receiving from the head teacher at least one leadership style for development via an action plan, like Exhibit B, Screen Shot 25 only with different group of dimensions selected)

I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Title 18, United States Code, Section 1001, and that such willful false statements may jeopardize the validity of the above-identified application or any patent issuing thereon.

Dated: 26/01/05

  
\_\_\_\_\_  
Michael Von der Geest

Dated: \_\_\_\_\_

\_\_\_\_\_  
Katharine Fiona Nisbet

Dated: \_\_\_\_\_

\_\_\_\_\_  
Russell Hobby

Dated: \_\_\_\_\_

\_\_\_\_\_  
Rebecca Helen Johnson

Dated: \_\_\_\_\_

\_\_\_\_\_  
Stephen Lams



JAN-31-2005 MON 02:03 PM

FAX NO.

P. 01

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\* TRANSACTION REPORT \*  
\* JAN-31-2005 MON 09:02 AM \*  
\* FOR: \*  
\* DATE START RECEIVER TX TIME PAGES TYPE NOTE M# DP \*  
\* JAN-31 09:01 AM 12159781020 \*\*' \*\*" 0 SEND BUSY 230 \*  
\* TOTAL : OS PAGES: 0 \*  
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Attn: Joseph Powers

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I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Title 18, United States Code, Section 1001, and that such willful false statements may jeopardize the validity of the above-identified application or any patent issuing thereon.

Dated: \_\_\_\_\_

Michael Von der Geest

Dated: 31 January 2005  
Katharine Fiona Nisbet

Dated: \_\_\_\_\_

Russell Hobby

I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Title 18, United States Code, Section 1001, and that such willful false statements may jeopardize the validity of the above-identified application or any patent issuing thereon.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Michael Von der Geest

Dated: \_\_\_\_\_

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Katharine Fiona NisbetDated: 20/1/05  
\_\_\_\_\_  
Russell Hobby

Dated: \_\_\_\_\_

\_\_\_\_\_  
Rebecca Helen Johnson

Dated: \_\_\_\_\_

\_\_\_\_\_  
Stephen Lams

I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Title 18, United States Code, Section 1001, and that such willful false statements may jeopardize the validity of the above-identified application or any patent issuing thereon.

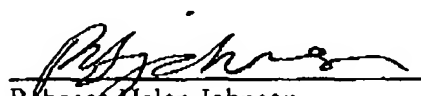
Dated: \_\_\_\_\_

\_\_\_\_\_  
Michael Von der Geest

Dated: \_\_\_\_\_

\_\_\_\_\_  
Katharine Fiona Nisbet

Dated: \_\_\_\_\_

\_\_\_\_\_  
Russell HobbyDated: 26/01/05  
\_\_\_\_\_  
Rebecca Helen Johnson

Dated: \_\_\_\_\_

\_\_\_\_\_  
Stephen Lams

I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Title 18, United States Code, Section 1001, and that such willful false statements may jeopardize the validity of the above-identified application or any patent issuing thereon.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Michael Von der Geest

Dated: \_\_\_\_\_

\_\_\_\_\_  
Katharine Fiona Nisbet

Dated: \_\_\_\_\_

\_\_\_\_\_  
Russell Hobby

Dated: \_\_\_\_\_

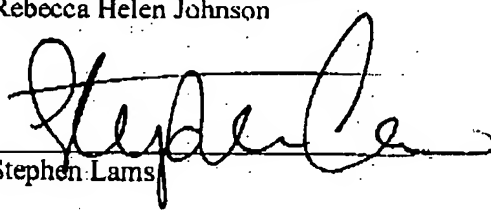
\_\_\_\_\_  
Rebecca Helen JohnsonDated: 21 / 1 / 05  
\_\_\_\_\_  
Stephen Lams

Exhibit A: Sample Invoices for Subscriptions to Transforming Learning Website  
dated January and February 2001 (with bank account and cost details redacted)

Exhibit B: Screen Shots from January 2001 Version

Exhibit C: Figures from U.S. Patent Application Serial No. 10/016,905

**METHOD AND SYSTEM FOR  
DEVELOPING TEACHING AND  
LEADERSHIP CHARACTERISTICS AND  
SKILLS**

**U.S. Patent Application Serial No.  
10/016,905**

**Filed December 14, 2001**

**Attorney Docket No. D4701-00198**

**Exhibit     A**

**Hay Group**  
33 Grosvenor Place  
London  
SW1X 7HG  
Tel: 020 7856 7000  
Fax: 020 7856 7100

# CRUCIAL

**Trevor Sandford**

# Invoice

960-4

**Kent County Council  
Corporate Services  
Sessions House  
Maidstone  
Kent, ME14 1XR**

Account No.

011-0975001

Date/Tax Point

31-January-2001

P.O. Ref.

Description				Amount	VAT Rate
Subscription to Transforming Learning					S
Subscription to Transforming Learning for Primary schools - Year 1 of 1					
Total					
Total VAT					
VAT Summary					
Code	%	Amount	VAT		
S	17.50				
E	0.00	0.00	0.00		
Z	0.00	0.00	0.00	Total Payable	

STEREOGRAPHIC OVERLAY OF POWER-STRIP

**Please remit payment to:**

**The Hay Group Management Limited**  
33 Grosvenor Place  
London  
SW1X 7HG

**Bank transfers to:**

Bank of Scotland  
38 Threadneedle Street  
London  
EC2P 2EH

VAT Registration No. GB 497 6415 95

**A/c Name: The Hay Group Management Limited**

Registered in England & Wales No.763575

A/c No.: [REDACTED]

Sort Code: 12-01-03

# HayGroup

**Hay Group**  
 33 Grosvenor Place  
 London  
 SW1X 7HG  
 Tel: 020 7856 7000  
 Fax: 020 7856 7100



Con Harkin	Invoice	960-7
Bruche County Junior School	Account No.	011-0976001
Seymour Drive	Date/Tax Point	31-January-2001
Padgate	P.O. Ref.	
Warrington		
Cheshire, WA1 3TT		

Description	Amount	VAT Rate
Subscription to Transforming Learning	2,250.00	S
Subscription to Transforming Learning for 5 schools - Bruche, Broomfields, Bewsey Lodge, Padgate and St. Matthew's. Year 1 of 2.		
Total		2,250.00
Total VAT		393.75
Total Payable		2,643.75

VAT Summary			
Code	%	Amount	VAT
S	17.50	2,250.00	393.75
E	0.00	0.00	0.00
Z	0.00	0.00	0.00



Please remit payment to:  
 The Hay Group Management Limited  
 33 Grosvenor Place  
 London  
 SW1X 7HG

Bank transfers to:  
 Bank of Scotland  
 38 Threadneedle Street  
 London  
 EC2P 2EH

VAT Registration No. GB 497 6415 95  
 Registered in England & Wales No.763575

A/c Name: The Hay Group Management Limited  
 A/c No.: 00000000  
 Sort Code: 12-01-03

**HayGroup**



**Hay Group**  
33 Grosvenor Place  
London  
SW1X 7HG  
Tel: 020 7856 7000  
Fax: 020 7856 7100

# KKK

**Mr John Manning**

# Invoice

960-9

**Egerton Primary School**  
**Bexton Road**  
**Knutsford**  
**Cheshire, WA16 0EE**

Account No.

011-0977001

Date/Tax Point  
P.O. Ref.

31-January-2001

Description		Amount	VAT Rate
Subscription to Transforming Learning		4,000.00	S
Subscription to Transforming Learning for Year 1 of 2.			
Total		4,000.00	
Total VAT		700.00	
Total Payable		4,700.00	

VAT Summary			
Code	%	Amount	VAT
S	17.50	4,000.00	700.00
E	0.00	0.00	0.00
Z	0.00	0.00	0.00

STANDING INTERESTS IN THE FORD RESERVE

**Please remit payment to:**  
**The Hay Group Management Limited**  
**33 Grosvenor Place**  
**London**  
**SW1X 7HG**

**Bank transfers to:**  
**Bank of Scotland**  
**38 Threadneedle Street**  
**London**  
**EC2P 2EH**

VAT Registration No. GB 497 6415 95

**A/c Name: The Hay Group Management Limited**

Registered in England & Wales No.763575

A/c No.: ~~XXXXXXXXXX~~  
Sort Code: 12-01-03

# HayGroup

**Hay Group**  
33 Grosvenor Place  
London  
SW1X 7HG  
Tel: 020 7856 7000  
Fax: 020 7856 7100

**WOLFE**

**Mike McLaughlin**

# Invoice

960-10

Peover School  
Stocks Lane  
Over Peover  
Knutsford  
Cheshire, WA16 8TU

Account No.

011-0976001

Date/Tax Point

31-January-2001

P.O. Ref.

Description				Amount	VAT Rate
Subscription to Transforming Learning					S
Subscription to Transforming Learning for Year 1 of 2.					
Total					
VAT Summary				Total VAT	
Code	%	Amount	VAT		
S	17.50				
E	0.00	0.00	0.00		
Z	0.00	0.00	0.00	Total Payable	

## STEPHEN W. GIBBY, JR., FOR RELEASE

**Please remit payment to:**  
**The Hay Group Management Limited**  
**33 Grosvenor Place**  
**London**  
**SW1X 7HG**

**Bank transfers to:**  
**Bank of Scotland**  
**38 Threadneedle Street**  
**London**  
**EC2P 2EH**

VAT Registration No. GB 497 6415 95

**A/c Name: The Hay Group Management Limited**

Registered in England & Wales No.763575

A/c No.: ~~XXXXXXXXXX~~  
Sort Code: 12-01-03

# HayGroup

**Hay Group**  
33 Grosvenor Place  
London  
SW1X 7HG  
Tel: 020 7856 7000  
Fax: 020 7856 7100

# PROCE

Mr FGF Howard  
Yateley Manor School  
Reading Road  
Yateley  
Hampshire, GU46 7UQ

Invoice	980-16
Account No.	011-0986001
Date/Tax Point	13-February-2001
P.O. Ref.	

Description				Amount	VAT Rate
Subscription to Transforming Learning				2,000.00	S
Subscription to Transforming Learning. Year 1 of 1.					
Total				2,000.00	
Total VAT				340.00	
Total Payable				2,340.00	

VAT Summary			
Code	%	Amount	VAT
S	17.50	2,000.00	340.00
E	0.00	0.00	0.00
Z	0.00	0.00	0.00

STERLING ROSS OF DALLAS, TEXAS, FOR THE DEFENSE.

**Please remit payment to:**  
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**33 Grosvenor Place**  
**London**  
**SW1X 7HG**

**Bank transfers to:**  
Bank of Scotland  
38 Threadneedle Street  
London  
EC2P 2EH

VAT Registration No. GB 497 6415 95

Registered in England & Wales No.763575

A/c Name: The Hay Group Management Limited  
A/c No.: ~~XXXXXXXXXX~~  
Sort Code: 12-01-03

# HayGroup

**Hay Group**  
33 Grosvenor Place  
London  
SW1X 7HG  
Tel: 020 7856 7000  
Fax: 020 7856 7100

# REPORT

Ms Lyn Fryer  
Worthing High School  
South Farm Road  
Worthing  
West Sussex, BN14 7AR

Invoice	960-18
Account No.	011-0989001
Date/Tax Point	13-February-2001
P.O. Ref.	

Description				Amount	VAT Rate
Subscription to Transforming Learning				4,000.00	S
Subscription to Transforming Learning. Year 1 of 1.					
Total				4,000.00	
VAT Summary				Total VAT	680.00
Code	%	Amount	VAT		
S	17.50	4,000.00	680.00		
E	0.00	0.00	0.00		
Z	0.00	0.00	0.00	Total Payable	4,680.00

**SAR IN CHINA: THE POLYMERIZATION OF**

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Registered in England & Wales No.763575

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A/c No.: ~~XXXXXXXXXX~~  
Sort Code: 12-01-03

# HayGroup

**Hay Group**  
33 Grosvenor Place  
London  
SW1X 7HG  
Tel: 020 7856 7000  
Fax: 020 7856 7100

# INVOICE

Mr R Eastthorpe

# Invoice

960-19

**Cheam Common Junior School**  
**Kingsmead Avenue**

Account No.

011-0982001

**Worcester Park  
Surrey, KT4 8UT**

Date/Tax Point

13-February-2001

P.O. Ref.

Description				Amount	VAT Rate
Subscription to Transforming Learning					S
Subscription to Transforming Learning. Year 1 of 1.					
Total					
Total VAT					
VAT Summary					
Code	%	Amount	VAT		
S	17.50				
E	0.00	0.00	0.00		
Z	0.00	0.00	0.00	Total Payable	

STEFAN CHANON, FRANK BLAURO, & PIERRE

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**London**  
**SW1X 7HG**

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London  
EC2P 2EH

VAT Registration No. GB 497 6415 95

**A/c Name: The Hay Group Management Limited**

Registered in England & Wales No.763575

A/c No.: [REDACTED]  
Sort Code: 12-01-03

# HayGroup

**Hay Group**  
 33 Grosvenor Place  
 London  
 SW1X 7HG  
 Tel: 020 7856 7000  
 Fax: 020 7856 7100

**INVOICE**

Mr Eric Dawson

Invoice

960-20

Sir William Romneys School  
 Lowfield Road  
 Tetbury  
 Gloucestershire, GL8 8AE

Account No.

011-0990001

Date/Tax Point  
 P.O. Ref.

13-February-2001

Description	Amount	VAT Rate
Subscription to Transforming Learning		S
Subscription to Transforming Learning. Year 1 of 1.		
Total		
Total VAT		
Total Payable		

VAT Summary			
Code	%	Amount	VAT
S	17.50		
E	0.00	0.00	0.00
Z	0.00	0.00	0.00

**STERLING IS ACCEPTABLE FOR PAYMENT**

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 33 Grosvenor Place  
 London  
 SW1X 7HG

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 London  
 EC2P 2EH

VAT Registration No. GB 497 6415 95

A/c Name: The Hay Group Management Limited  
 A/c No.:   
 Sort Code: 12-01-03

Registered in England &amp; Wales No.763575

**HayGroup**

**Hay Group**  
 33 Grosvenor Place  
 London  
 SW1X 7HG  
 Tel: 020 7856 7000  
 Fax: 020 7856 7100

**INVOICE**

Ms Susan Goodman

Invoice

960-22

Saltdean Primary School  
 Chictington Way  
 Saltdean  
 Brighton  
 Sussex, BN2 8HB

Account No.

011-0992001

Date/Tax Point

13-February-2001

P.O. Ref.

Description		Amount	VAT Rate
Subscription to Transforming Learning			S
Subscription to Transforming Learning. Year 1 of 1.			
Total			
Total VAT			
Total Payable			

VAT Summary			
Code	%	Amount	VAT
S	17.50		
E	0.00	0.00	0.00
Z	0.00	0.00	0.00

**STANDARD INVOICE BASED ON REGISTRATION**

Please remit payment to:  
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 London  
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 Bank of Scotland  
 38 Threadneedle Street  
 London  
 EC2P 2EH

VAT Registration No. GB 497 6415 95

A/c Name: The Hay Group Management Limited

Registered in England &amp; Wales No.763575

A/c No.: ~~XXXXXXXXXX~~

Sort Code: 12-01-03

**HayGroup**

**METHOD AND SYSTEM FOR  
DEVELOPING TEACHING AND  
LEADERSHIP CHARACTERISTICS AND  
SKILLS**

**U.S. Patent Application Serial No.  
10/016,905**

**Filed December 14, 2001**

**Attorney Docket No. D4701-00198**

**Exhibit     B**



## Welcome to TRANSFORMING LEARNING

### Registered Users of Transforming Learning:

To enter the registered part of the site, click the relevant button below

Login

First Time Users

For a preview of Transforming Learning, click here:

Preview

### Latest News

more ▶

### Are You Doing Better Than You Think You Are?

The pupils of 86% of primary school teachers find their lessons clearer and more interesting than their teacher expected.

In the current climate of inspection and evaluation, the suggestion that pupil's views should be taken into account may seem just another burden. Our recent analysis of Transforming Learning data suggests that pupils' views are generally a positive and insightful contribution for teachers' professional development.

Click on 'more' to view

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Preview

News and Events

Research

Registration/Pricing

▶ Information

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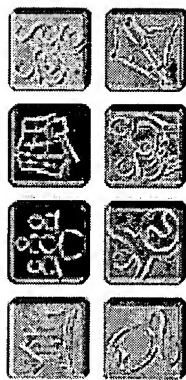
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Our Contact Details

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Have A Question



## TRANSFORMING LEARNING

"If you kept it to yourself, the school wouldn't know where to progress, what to change and what to keep."

- Jessica, 11

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2

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Address http://www.transforminglearning.co.uk/default.cfm?uid=A66291EE-2D06-11D6-8AE100508B668278

Transforming Learning Login

# Welcome To Transforming Learning

This screen is for people who have already registered themselves on Transforming Learning.

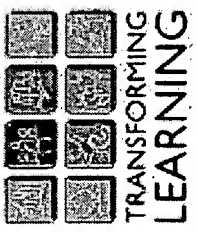
Please enter your username and password (you will have chosen these in a previous session):

Username:

Password:

Click to Proceed

Stuck? Click Here



TRANSFORMING  
LEARNING

[Click here](#) if you can't remember your username

[Click here](#) if you can't remember your password

[Click here](#) if you have not yet chosen a username or password

[Click here](#) to return to the homepage

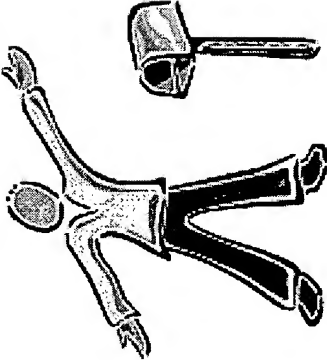
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Address in/logincontrol.cfm?73897C3C-F650-11D4-8ACD00508B668278&CFID=718CFTOKEN=58915975 Go Links

TRANSFORMING LEARNING



Exploring

About You

Questionnaire Setup

Your Questionnaire

Understanding The Concepts

About Your Context

Getting Feedback

Climate Detailed Feedback

Climate Summary Feedback

Prioritising for Action

Taking Action

Exploring and Choosing Actions

Your Personal Action Planner

Welcome Back Joe

Quick Shortcuts

Where I Last Left Off

Questionnaire Tracker

The Main Home Page

Administration

Change Your Password

Toolkit

My Personal Details

How To Use This Page

Done

Start workspace at iNotes...

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Internet

11:36

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TRANSFORMING LEARNING

Current Section: Getting Feedback

Classroom Climate

Your Own Perceptions

Participation

This chart shows the gap between your perception of the actual degree of *Participation* in your class and how you would like it to be ideally.

YOU NOW VS YOUR IDEAL

LOW 1 2 3 4 5 6 HIGH

NOW IDEAL

What Does This Mean?

You feel that your pupils are generally satisfied with the level of *Participation*, but that the emphasis on this dimension may be slightly too low.

Your Perceptions vs. Your Pupils

Participation

Done Start workspace at iNotes Microsoft PowerPoint ... Internet

11:41





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Current Section: Getting Feedback

The Perceptions of Your Pupils

Classroom Climate

Participation

This chart shows the gap between your pupils' perceptions of the actual level of *Participation* and their aspirations for the future.

YOU NOW VS YOUR IDEAL

YOU NOW VS YOUR PUPILS NOW

YOUR PUPILS NOW VS IDEAL

LOW

1 2 3 4 5 6

HIGH

What Does This Mean?

Your pupils' responses also indicate that they feel satisfied with the level of *Participation* in the classroom.

Your Class in Comparison With Other Classes

Participation

Done

Start

Workspace at iNotes

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Microsoft PowerPoint...

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TRANSFORMING LEARNING

Current Section: Getting Feedback

Classroom Climate Participation

Your Class in Comparison With Other Classes

This chart shows how your pupils' perceptions of the actual level of *Participation* compares with the views of pupils in other classes nationally.

What Does This Mean?

The degree of *Participation* perceived by your pupils is typical of that perceived by pupils in other classrooms nationally.

Category	1	2	3	4	5	6
YOU NOW VS YOUR IDEAL						
YOU NOW VS YOUR PUPILS NOW						
YOUR PUPILS NOW VS IDEAL						

LOW HIGH

PUPILS NOW VS NATIONAL BENCHMARKS

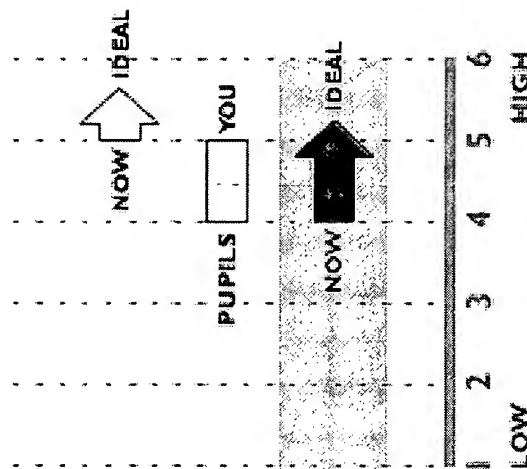
L = LOW M = MEDIUM H = HIGH

Done Start Workspace at iNotes Transforming Lear... Microsoft PowerPoint Internet

11:42

## What Does This Mean?

**YOUR PUPILS  
NOW VS IDEAL**



Your pupils' responses also indicate that they would like a little more **Participation** in the classroom.

	HOW OTHER CLASSES SCORE
1. The teacher's presentation of the material was clear.	90%
2. The teacher's presentation of the material was interesting.	87%
3. The teacher's presentation of the material was well organized.	86%
4. The teacher's presentation of the material was well planned.	85%
5. The teacher's presentation of the material was well timed.	84%
6. The teacher's presentation of the material was well paced.	83%
7. The teacher's presentation of the material was well presented.	82%
8. The teacher's presentation of the material was well delivered.	81%
9. The teacher's presentation of the material was well explained.	80%
10. The teacher's presentation of the material was well illustrated.	79%
11. The teacher's presentation of the material was well summarized.	78%
12. The teacher's presentation of the material was well concluded.	77%
13. The teacher's presentation of the material was well reviewed.	76%
14. The teacher's presentation of the material was well evaluated.	75%
15. The teacher's presentation of the material was well assessed.	74%
16. The teacher's presentation of the material was well monitored.	73%
17. The teacher's presentation of the material was well controlled.	72%
18. The teacher's presentation of the material was well managed.	71%
19. The teacher's presentation of the material was well supervised.	70%
20. The teacher's presentation of the material was well directed.	69%
21. The teacher's presentation of the material was well coordinated.	68%
22. The teacher's presentation of the material was well integrated.	67%
23. The teacher's presentation of the material was well synthesized.	66%
24. The teacher's presentation of the material was well analyzed.	65%
25. The teacher's presentation of the material was well interpreted.	64%
26. The teacher's presentation of the material was well understood.	63%
27. The teacher's presentation of the material was well appreciated.	62%
28. The teacher's presentation of the material was well valued.	61%
29. The teacher's presentation of the material was well respected.	60%
30. The teacher's presentation of the material was well honored.	59%
31. The teacher's presentation of the material was well revered.	58%
32. The teacher's presentation of the material was well admired.	57%
33. The teacher's presentation of the material was well esteemed.	56%
34. The teacher's presentation of the material was well regarded.	55%
35. The teacher's presentation of the material was well considered.	54%
36. The teacher's presentation of the material was well thought of.	53%
37. The teacher's presentation of the material was well remembered.	52%
38. The teacher's presentation of the material was well recalled.	51%
39. The teacher's presentation of the material was well recognized.	50%
40. The teacher's presentation of the material was well known.	49%
41. The teacher's presentation of the material was well familiar.	48%
42. The teacher's presentation of the material was well acquainted.	47%
43. The teacher's presentation of the material was well conversant.	46%
44. The teacher's presentation of the material was well informed.	45%
45. The teacher's presentation of the material was well versed.	44%
46. The teacher's presentation of the material was well skilled.	43%
47. The teacher's presentation of the material was well proficient.	42%
48. The teacher's presentation of the material was well competent.	41%
49. The teacher's presentation of the material was well capable.	40%
50. The teacher's presentation of the material was well qualified.	39%
51. The teacher's presentation of the material was well able.	38%
52. The teacher's presentation of the material was well fitted.	37%
53. The teacher's presentation of the material was well suited.	36%
54. The teacher's presentation of the material was well adapted.	35%
55. The teacher's presentation of the material was well adjusted.	34%
56. The teacher's presentation of the material was well modified.	33%
57. The teacher's presentation of the material was well altered.	32%
58. The teacher's presentation of the material was well changed.	31%
59. The teacher's presentation of the material was well transformed.	30%
60. The teacher's presentation of the material was well converted.	29%
61. The teacher's presentation of the material was well revised.	28%
62. The teacher's presentation of the material was well updated.	27%
63. The teacher's presentation of the material was well improved.	26%
64. The teacher's presentation of the material was well enhanced.	25%
65. The teacher's presentation of the material was well enriched.	24%
66. The teacher's presentation of the material was well strengthened.	23%
67. The teacher's presentation of the material was well supported.	22%
68. The teacher's presentation of the material was well reinforced.	21%
69. The teacher's presentation of the material was well confirmed.	20%
70. The teacher's presentation of the material was well verified.	19%
71. The teacher's presentation of the material was well proved.	18%
72. The teacher's presentation of the material was well demonstrated.	17%
73. The teacher's presentation of the material was well shown.	16%
74. The teacher's presentation of the material was well displayed.	15%
75. The teacher's presentation of the material was well exhibited.	14%
76. The teacher's presentation of the material was well presented.	13%
77. The teacher's presentation of the material was well delivered.	12%
78. The teacher's presentation of the material was well explained.	11%
79. The teacher's presentation of the material was well illustrated.	10%
80. The teacher's presentation of the material was well summarized.	9%
81. The teacher's presentation of the material was well concluded.	8%
82. The teacher's presentation of the material was well reviewed.	7%
83. The teacher's presentation of the material was well evaluated.	6%
84. The teacher's presentation of the material was well assessed.	5%
85. The teacher's presentation of the material was well monitored.	4%
86. The teacher's presentation of the material was well controlled.	3%
87. The teacher's presentation of the material was well managed.	2%
88. The teacher's presentation of the material was well supervised.	1%
89. The teacher's presentation of the material was well directed.	0%
90. The teacher's presentation of the material was well coordinated.	0%
91. The teacher's presentation of the material was well integrated.	0%
92. The teacher's presentation of the material was well synthesized.	0%
93. The teacher's presentation of the material was well analyzed.	0%
94. The teacher's presentation of the material was well interpreted.	0%
95. The teacher's presentation of the material was well understood.	0%
96. The teacher's presentation of the material was well appreciated.	0%
97. The teacher's presentation of the material was well valued.	0%
98. The teacher's presentation of the material was well respected.	0%
99. The teacher's presentation of the material was well honored.	0%
100. The teacher's presentation of the material was well revered.	0%





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TRANSFORMING LEARNING

Current Section: Getting Feedback

Clarity Order Standards Fairness Participation Support Safety Interest Environment

Large Medium Small Medium Large

Your pupils think the climate is higher than you do

Gap

Your pupils think the climate is lower than you do

What Does This Mean?

In general, you are very 'in tune' with the perceptions of your pupils - you clearly understand how they feel about the classroom climate and are in an excellent position to think through the impact of this on their performance.

Summary

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11:44

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TRANSFORMING LEARNING

Current Section: Getting Feedback Classroom Climate

What Does This Mean?

Overall, your pupils perceive the climate to have a mixture of strengths and weaknesses when compared to that found in other classrooms nationally. You have built a good basis for building on existing strengths, but your feedback also highlights those areas that may impede your pupils from performing to their full potential..

Clarity Order Standards Fairness Participation Support Safety Interest Environment

Low Medium High

Your Reaction

Done Start Workspace at iNotes Transforming Lear... Microsoft PowerPoint Internet 11:45



Current Section: Getting Feedback

Implications

These are displayed at the bottom of this page.

Click the Next icon to start prioritising.

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Dimensions Priority More Information Select Up to 3

Clarity	Low	Prioritising Clarity	<input type="radio"/>
Standards	Low	Prioritising Standards	<input type="radio"/>
Order	Low	Prioritising Order	<input type="radio"/>
Environment	Low	Prioritising Environment	<input checked="" type="radio"/>
Fairness	Low	Prioritising Fairness	<input type="radio"/>
Interest	Low	Prioritising Interest	<input type="radio"/>
Participation	Low	Prioritising Participation	<input type="radio"/>
Safety	Low	Prioritising Safety	<input type="radio"/>

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Take Me To...

Participation Support Clarity Standards Safety Environment Interest

Climate Summary Setting Priorities Choosing Actions Action Planning Table

Home

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Close

Current Section: Getting Feedback

Implications

Dimensions	Priority	For More Information	Select Up to 3 Key Action Areas
Order	Low	Click Here...	<input type="radio"/>
Fairness	Low	Click Here...	<input type="radio"/>
Participation	Medium	Click Here...	<input checked="" type="radio"/>
Support	Low	Click Here...	<input type="radio"/>
Safety	Low	Click Here...	<input type="radio"/>
Interest	Low	Click Here...	<input type="radio"/>
Environment	Low	Click Here...	<input type="radio"/>
Standards	Low	Click Here...	<input checked="" type="radio"/>
Clarity	High	Click Here...	<input checked="" type="radio"/>

Start

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Microsoft PowerPoint

Internet

Done

Start

11:49



### Current Section: Taking Action

## Exploring & Choosing Actions

**Characteristics:  
Click for More  
Information**

## Analytical Thinking

## Conceptual Thinking

## Drive for Improvement

## Initiative

**Holding People  
Accountable**

## Managing Pupils

## Passion for Learning

## Impact & Influence

## Order

## Standards

## Clarity

**Selected  
Action**




**Click to Select**



Next ➔

13 `javascript:SaCheckBoxValues('Comp_Teach','comp_sel','checkboxx106')`

Internet



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LEARNING

Your current class is:  
Secondary Test Class

Navigator

Current Section: Taking Action

Exploring & Choosing Actions

**Conceptual Thinking** means the ability to see patterns and links, even where there is a lot of detail.

Below are some suggested actions for developing this characteristic. Select as many as you like and they will be saved into your action planner. If you wish to write your own action points, please use the text box below.

- ☐ A Consider how you identify patterns in behaviours, situations or performance data. Reflect on patterns that may be evident and record these.
- ☐ B Review your lesson plans to consider if you are utilising concepts, ideas or best practices. If you are not, consider how you might collect this information and integrate it into lessons with your class.
- ☒ C Consider the most complex areas of curriculum or learning for your class this term. Plan how you can make them easier to understand in creative or new ways. Discuss your plan with a colleague, and then review how successful it is with the class and/or your colleague.
- ☐ D Practise using mind mapping to increase your abilities in conceptual thinking. Analyse situations or issues using this technique to look at non-linear patterns.



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Current Section: Taking Action

Exploring & Choosing Actions

You have prioritised: Clarity, Standards, Order for action

What do you want to be different in your classroom as a result?

High-level Action	Clarity	Standards	Order
To increase Clarity I will take action to ensure that my pupils understand what they have to do and why it	<div><div>Pupils will be able to tell me what they were supposed to have learned as a result of the lesson.</div><div>Achievement Date: 6 4 2001 Status: In Progress</div></div>	<div><div>Every pupil will be stretched.</div><div>Achievement Date:  Status: In Progress</div></div>	<div><div>There will be time to do all the things we planned to do in the lesson.</div><div>Achievement Date: 9 4 2001 Status: Complete</div></div>



DIMENSIONS:	STYLES:					
	Coercive	Authoritative	Affiliative	Democratic	Pacesetter	Coaching
Flexibility						
Responsibility						
Standards						
Reward						
Clarity						
Team Commitment						
	Extremely Valuable	Valuable	Of Short Term Value	Use With Care	Not Recommended	

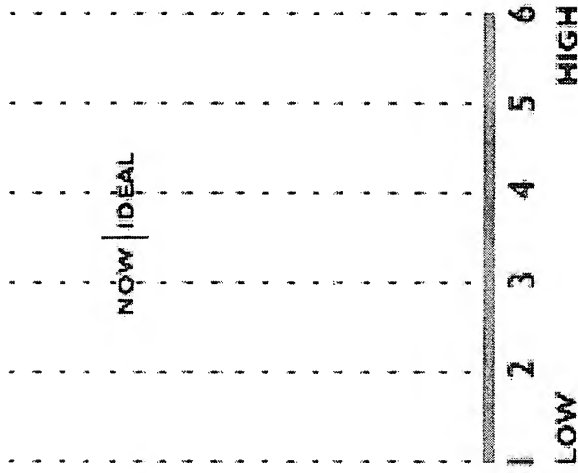




**Your Own Perceptions** **Responsibility**

This chart shows the gap between your perception of the actual level of *Responsibility* in the school and how you would like it to be ideally.

YOU NOW VS  
YOUR IDEAL



What Does This Mean?

You feel that levels of *Responsibility* in the school are appropriate.

Your Perceptions vs. Your Colleagues' Responsibility

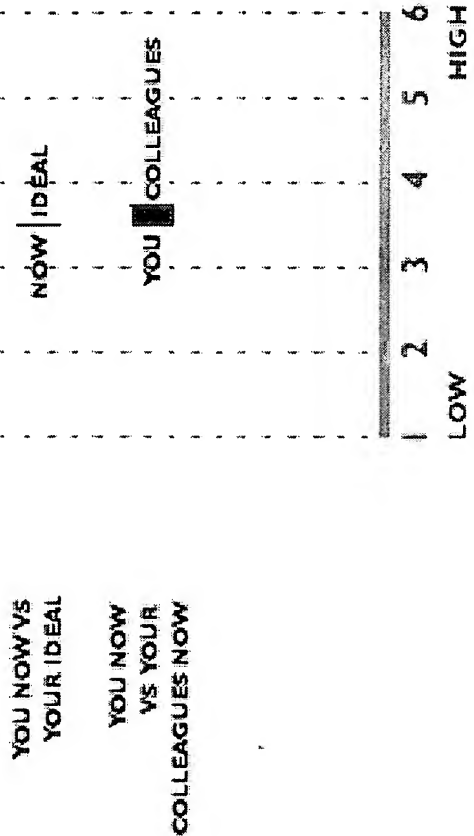
This chart shows the gap between your own and your colleagues' perceptions of the actual level of **Responsibility** in the school.

(The level of agreement for this dimension is high.)

[Click here for colleague agreement explanation](#)

What Does This Mean?

There is no difference between your perception of **Responsibility** in the school and your colleagues' perceptions.





Responsibility

Your School in Comparison With Other Schools

This chart shows how your colleagues' perceptions of the actual level of *Responsibility* compares to how other teams tend to score.

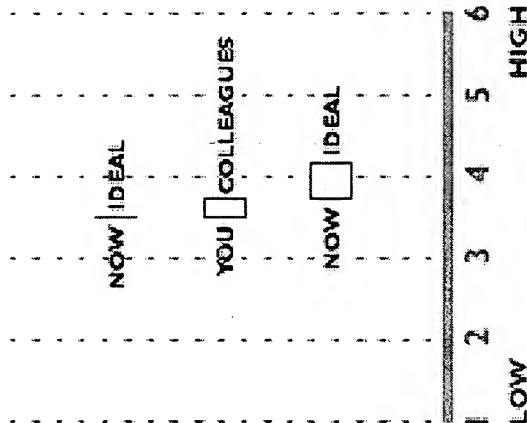
What Does This Mean?

The level of *Responsibility* perceived by your colleagues is typical of that found nationally.

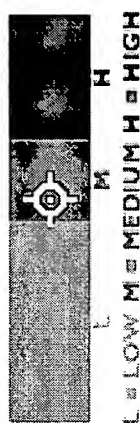
YOU NOW VS  
YOUR IDEAL

YOU NOW  
VS YOUR  
COLLEAGUES NOW

COLLEAGUES NOW  
VS  
COLLEAGUES IDEAL



HOW OTHER  
SCHOOLS  
SCORE



## Your Key Messages

## Responsibility

Your results indicate that you would benefit most by focusing on raising the level of *Responsibility* within the school so that your colleagues' perceptions are high in relation to those found nationally.

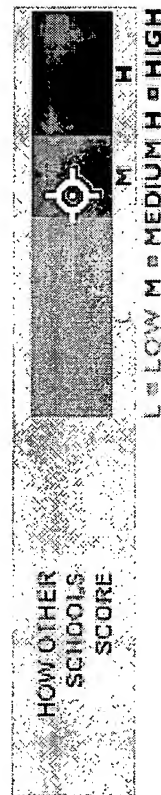
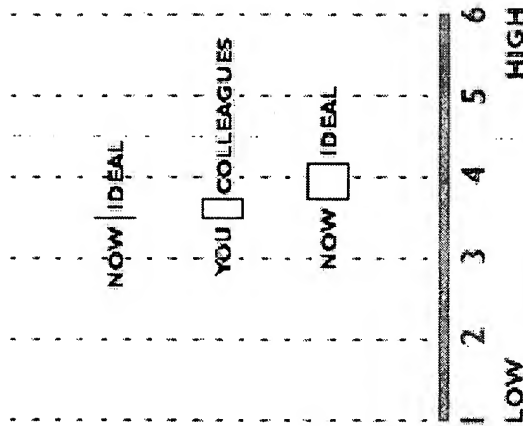
## What Does This Mean?

**YOU NOW VS  
YOUR IDEAL**

**YOU NOW  
VS YOUR  
COLLEAGUES NOW**

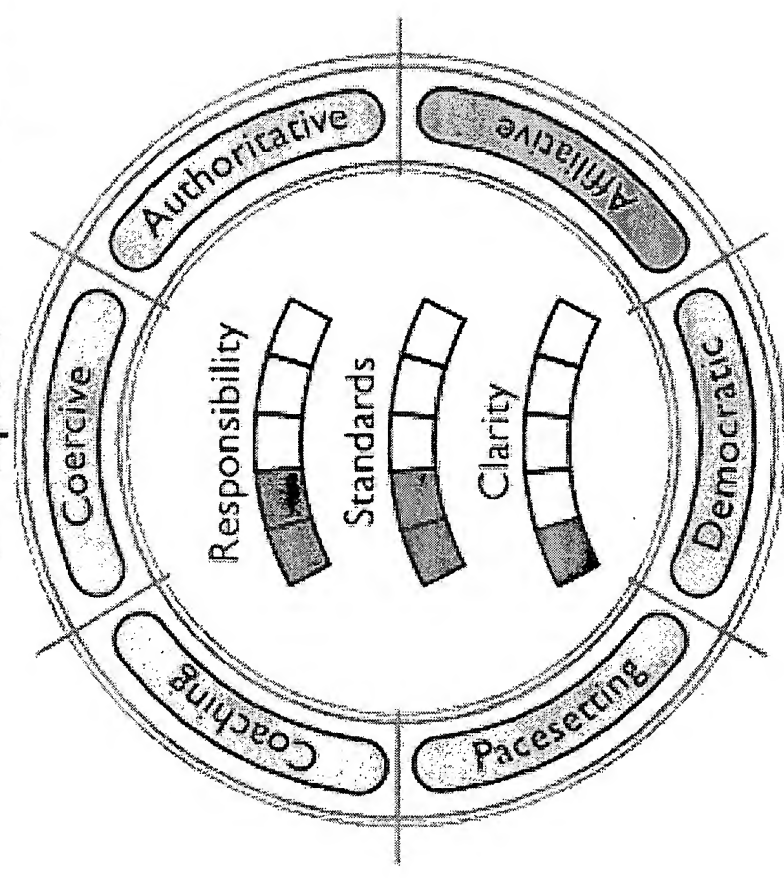
**COLLEAGUES NOW** VS **COLLEAGUES IDEAL**

The level of **Responsibility** perceived by your colleagues is typical of that found nationally.



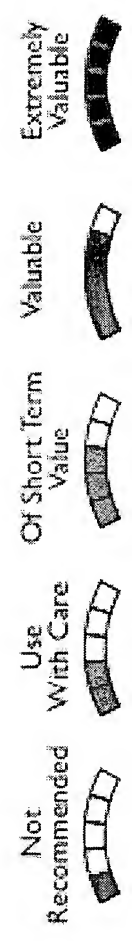
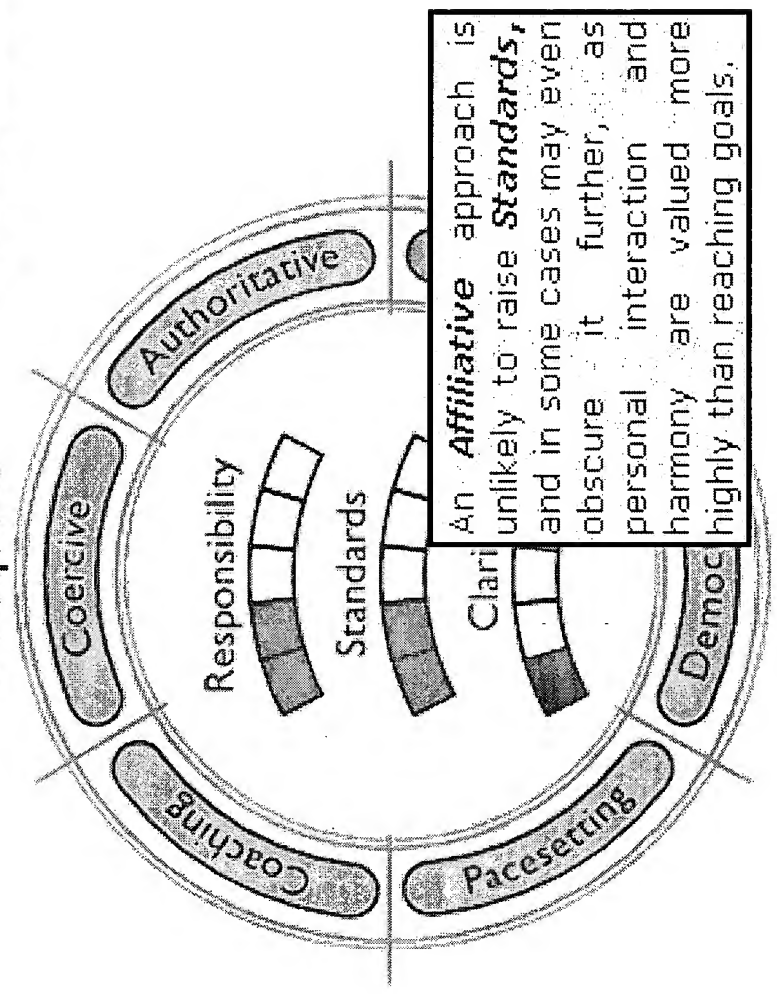
Your Affiliative style is  
Infrequent

How To Use  
The Wheel



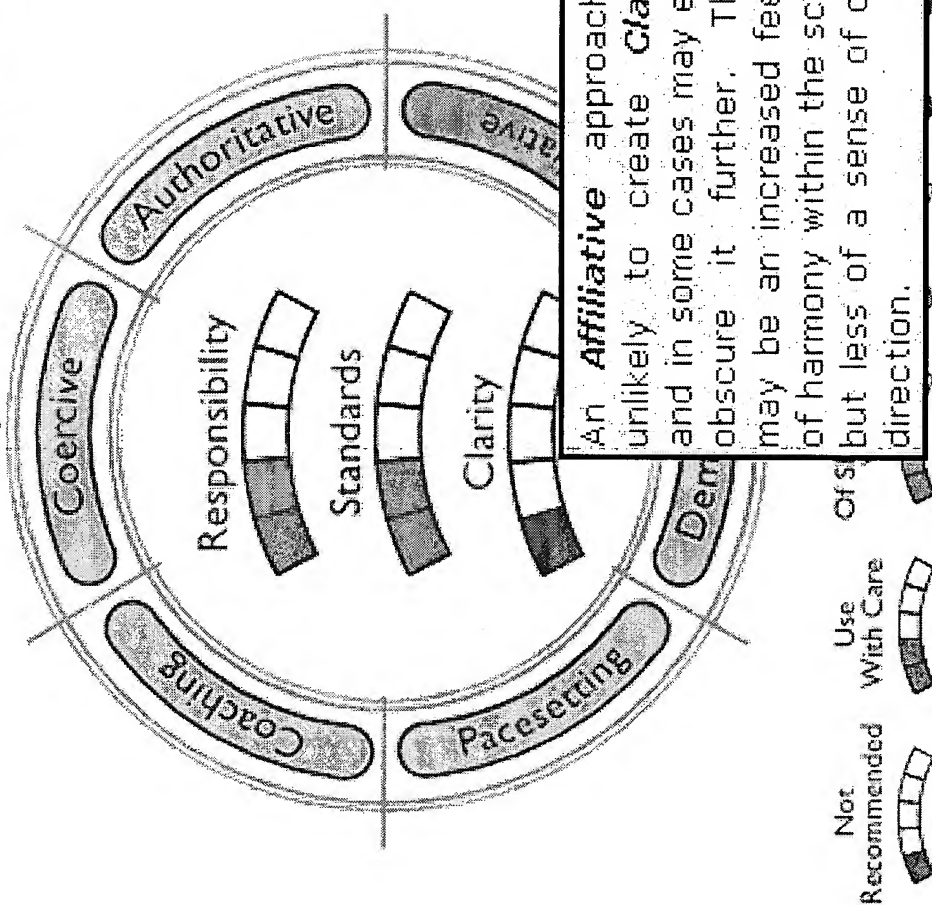
How To Use  
The Wheel

Your Affiliative style is  
Infrequent



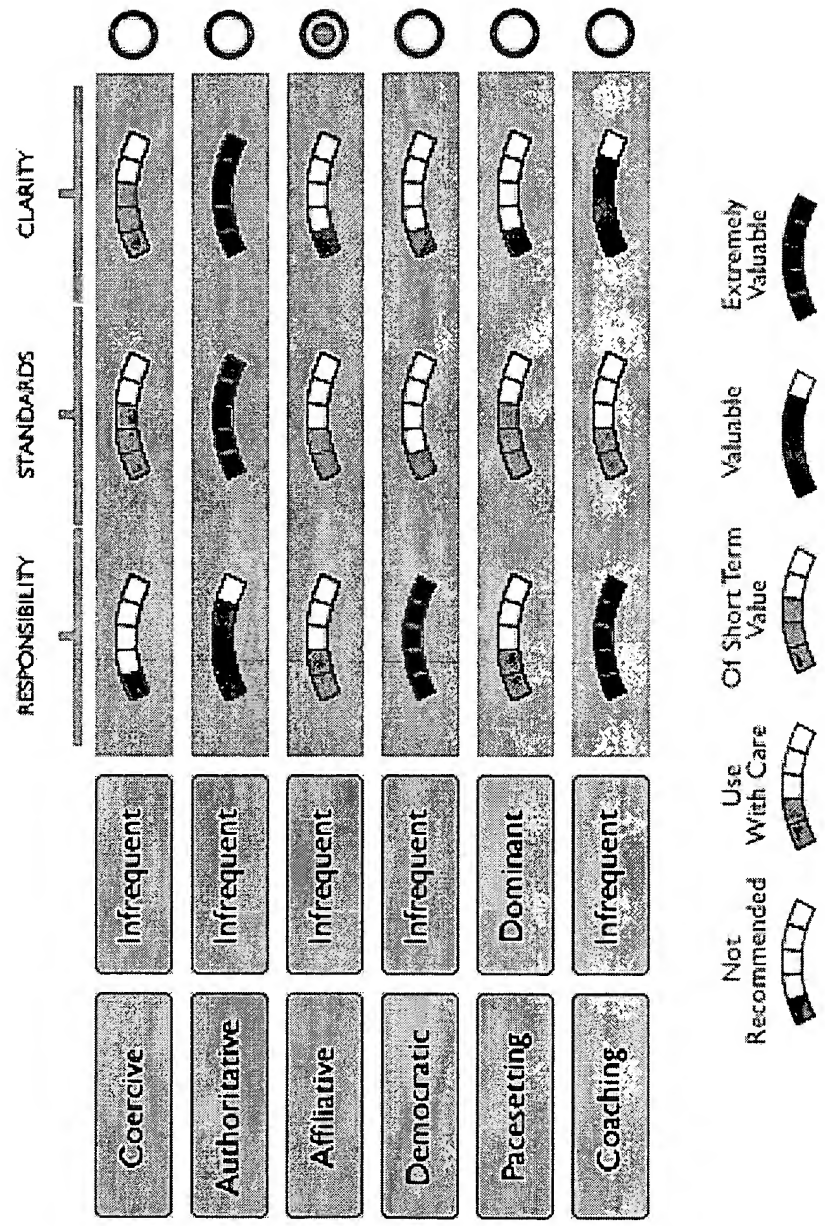
Your Affiliative style is  
Infrequent

How To Use  
The Wheel



An **Affiliative** approach is unlikely to create **Clarity** and in some cases may even obscure it further. There may be an increased feeling of harmony within the school but less of a sense of clear direction.

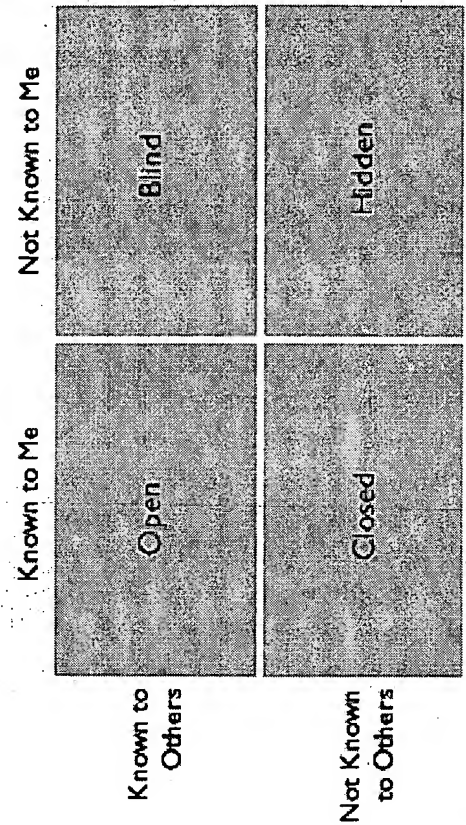




## Using Different Sorts of Feedback

You will get meaning from feedback by comparing the new information to what you already think and feel. The better you are prepared for the different sorts of information, the more value you are likely to derive from your feedback.

There are four categories of information which you may encounter during feedback. These are shown in the model below:



Open Information - usually easily assimilated, may not add much.

This relates to things you already know about yourself. Often, you will be very comfortable with its familiarity and assimilate it easily, but sometimes you may feel "found out" because you didn't know others knew this about you, and sometimes it may act as a reminder of things you knew but had forgotten.

Blind Information - often provokes strong feelings, but is often extremely valuable.

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Back Forward Stop Refresh Search Favorites Media History

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Transforming Learning Questionnaires

how would you like to see this in the future?

[ 1      Students who behave well      NOW      Students who behave well      ]

   are praised      ☐ ☐ ☐ ☐ ☐ FUTURE      are not praised

2      Students in Mrs Robertson's      ☐ ☐ ☐ ☐ ☐      Students in Mrs Robertson's

   class don't stay in their seats           class stay in their seats

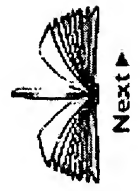
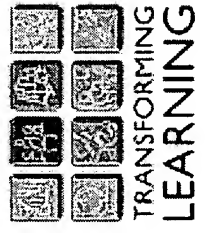
   when they should           when they should

3      When I don't understand      ☐ ☐ ☐ ☐ ☐      When I don't understand

   something it's easy to get           something it's difficult to get

   help           help

4 Undo These Three Questions



**METHOD AND SYSTEM FOR  
DEVELOPING TEACHING AND  
LEADERSHIP CHARACTERISTICS AND  
SKILLS**

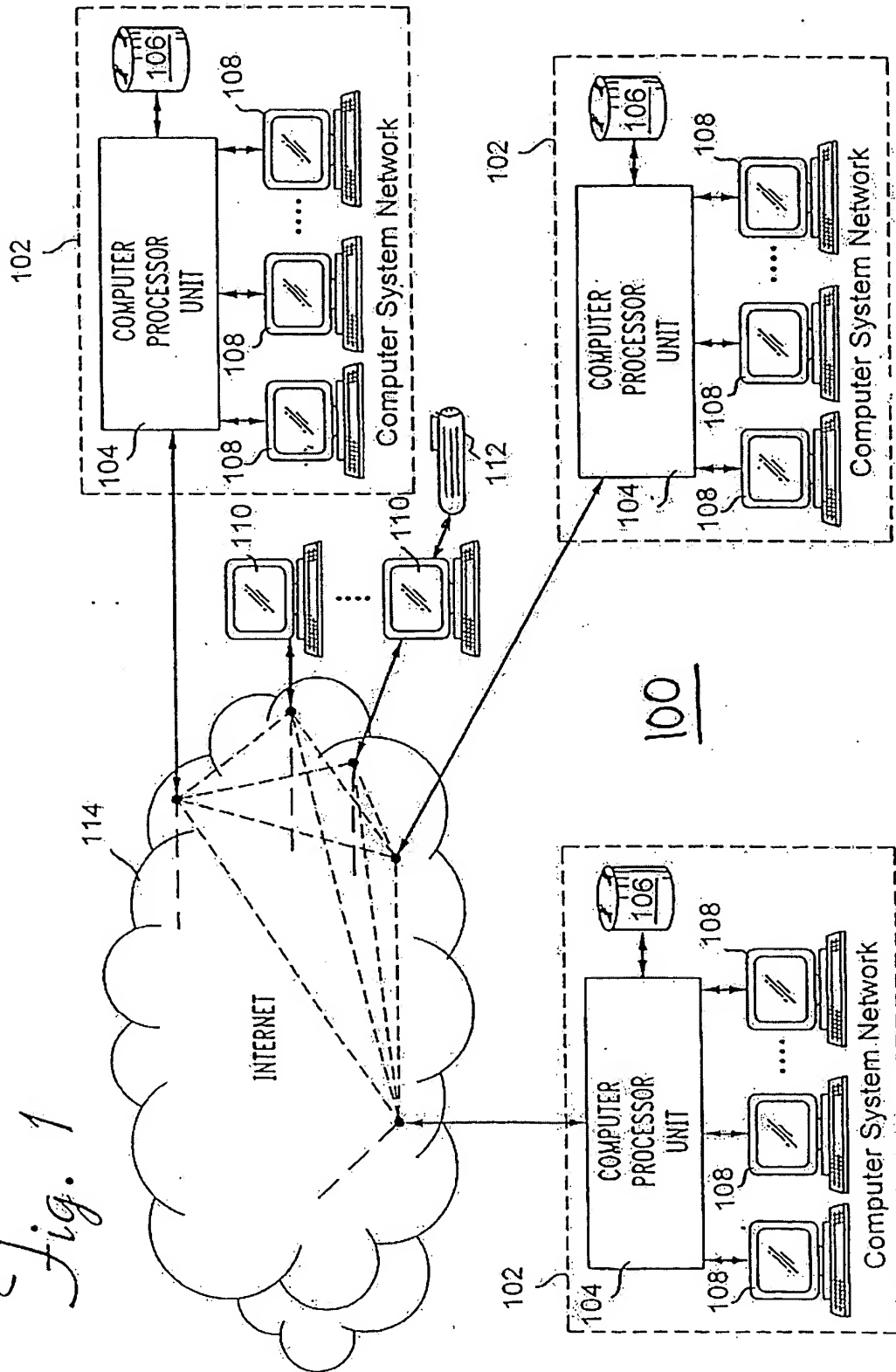
**U.S. Patent Application Serial No.  
10/016,905**

**Filed December 14, 2001**

**Attorney Docket No. D4701-00198**

**Exhibit     C**

Fig. 1



202

204

206

210

212

214

216

218

220

222

224

Exploring

About You

Questionnaire Setup

Your Questionnaire

Understanding The Concepts

About Your Context

Getting Feedback

Climate Detailed Feedback

Climate Summary Feedback

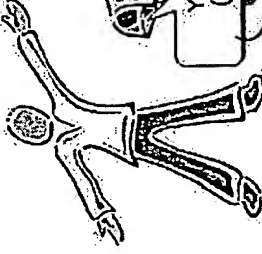
Prioritising for Action

Taking Action

Exploiting and Choosing Actions

Your Personal Action Planner

TRANSFORMING  
LEARNING



You Have News!  
(click to read it)

222

Welcome Back Jo

Your current class is:

MATH 101 ~ 208

Quick Shortcuts

Where I Last Left Off ~ 230

Questionnaire Tracker ~ 232

The Main Home Page ~ 234

Previous Feedback Summaries ~ 236

Administration ~ 238

Change Your Password ~ 240

Toolkit

My Personal Details

How To Use This Page

FIG. 2

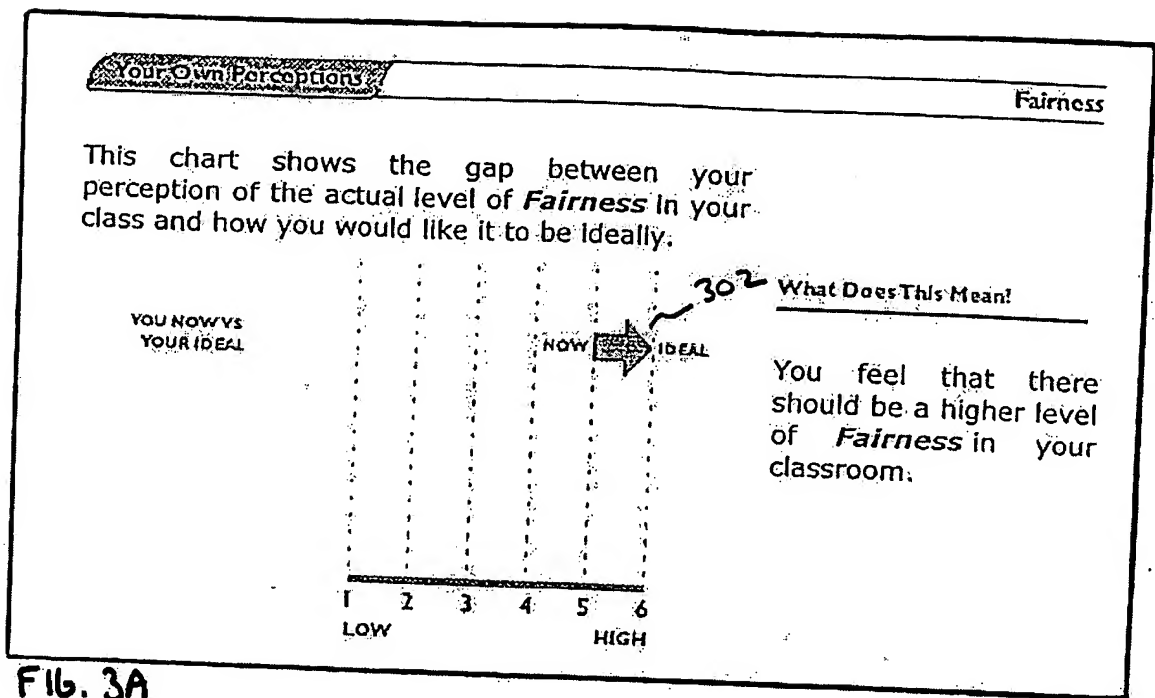


FIG. 3A

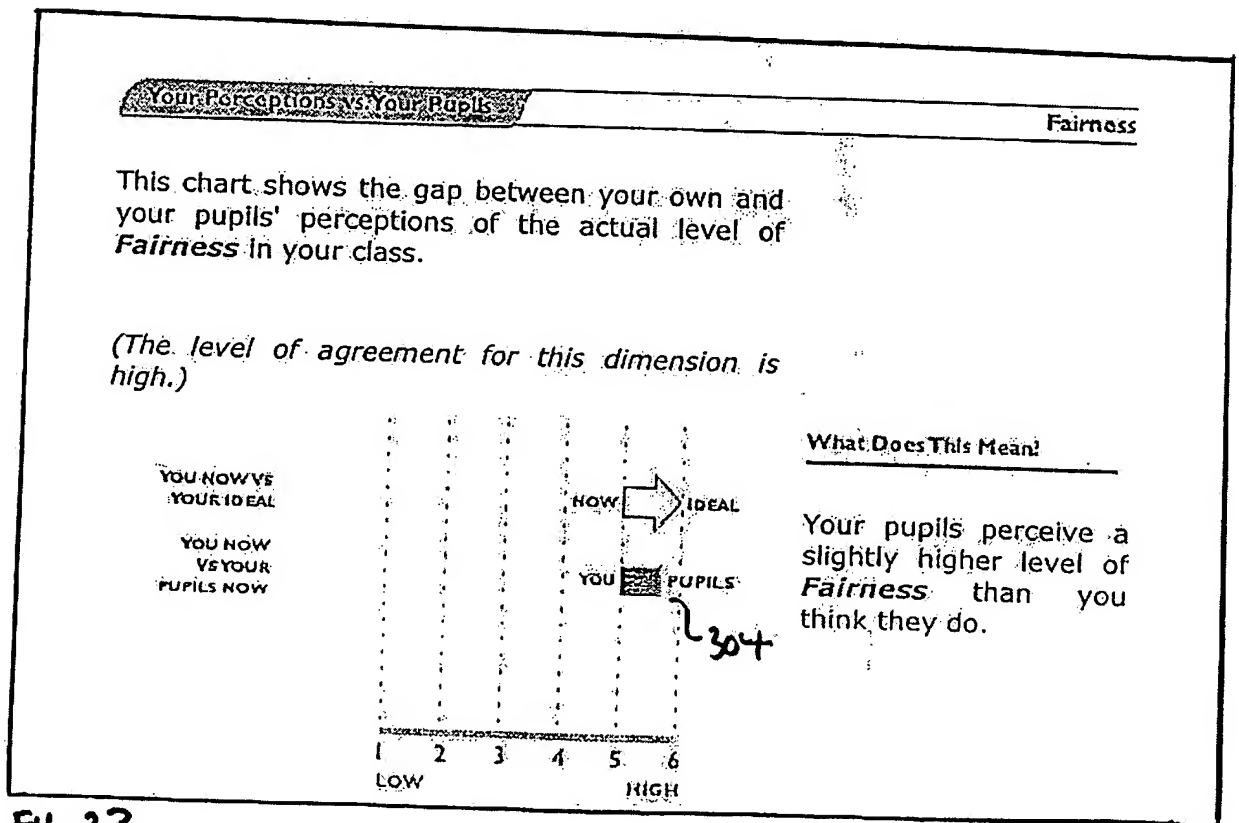


FIG. 3B

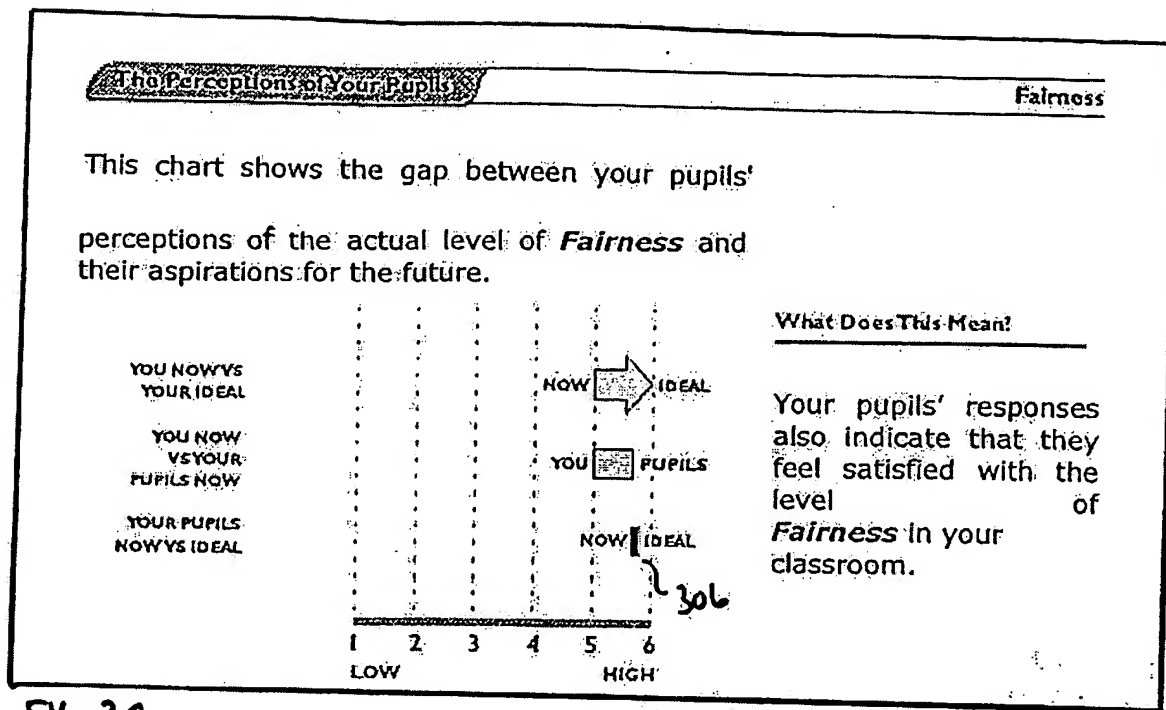


FIG. 3C

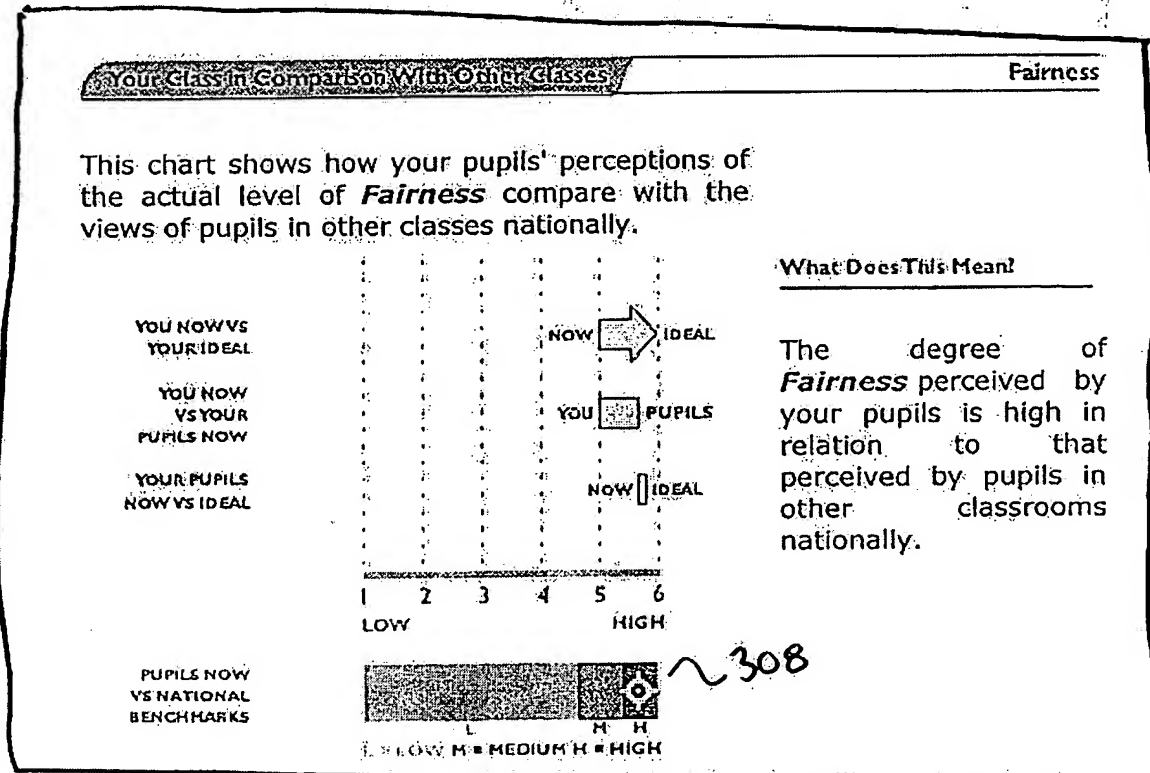


FIG. 3D



## Your Key Messages

## Fairness

Your results in relation to **Fairness** are very positive. The challenge for you is to maintain this and use it to stretch pupils in your class even further, whilst working on dimensions which are not so strong or whilst identifying opportunities to improve classroom climate outside this class.

### What Does This Mean?

The degree of **Fairness** perceived by your pupils is high in relation to that perceived by pupils in other classrooms nationally.

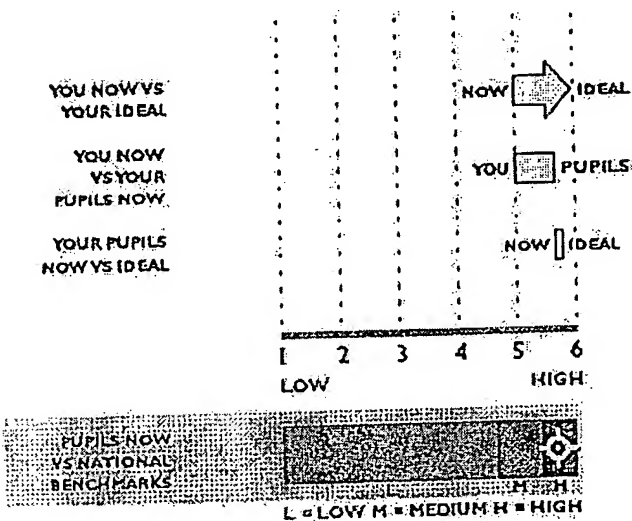


FIG. 3E

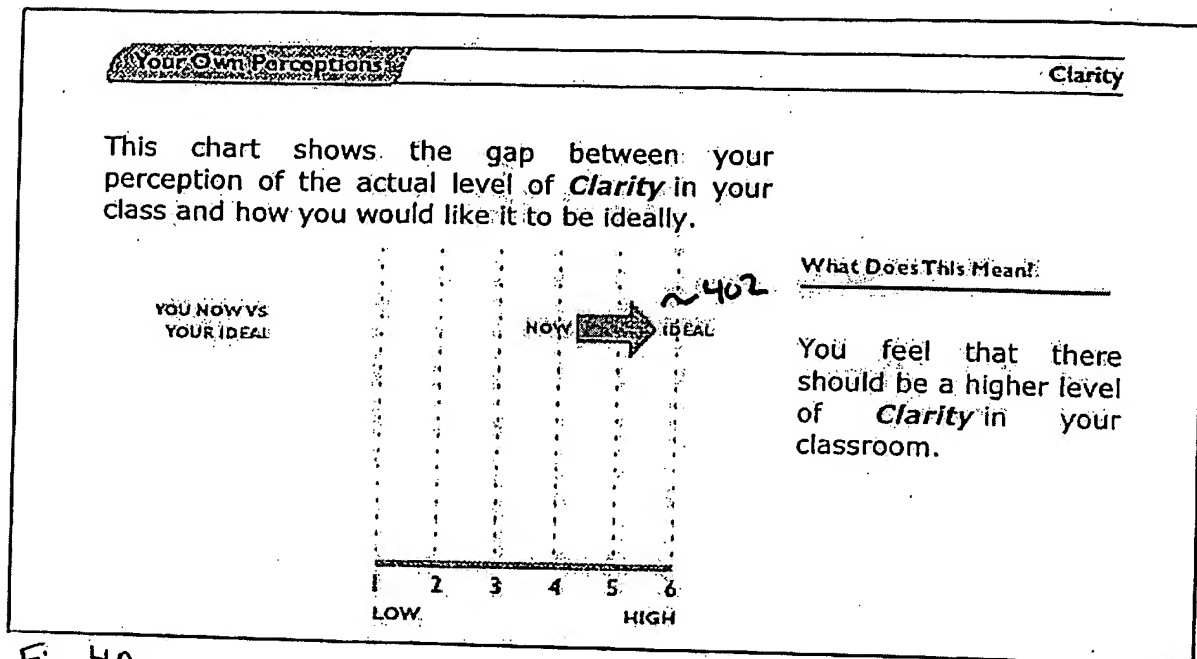


Fig. 4A

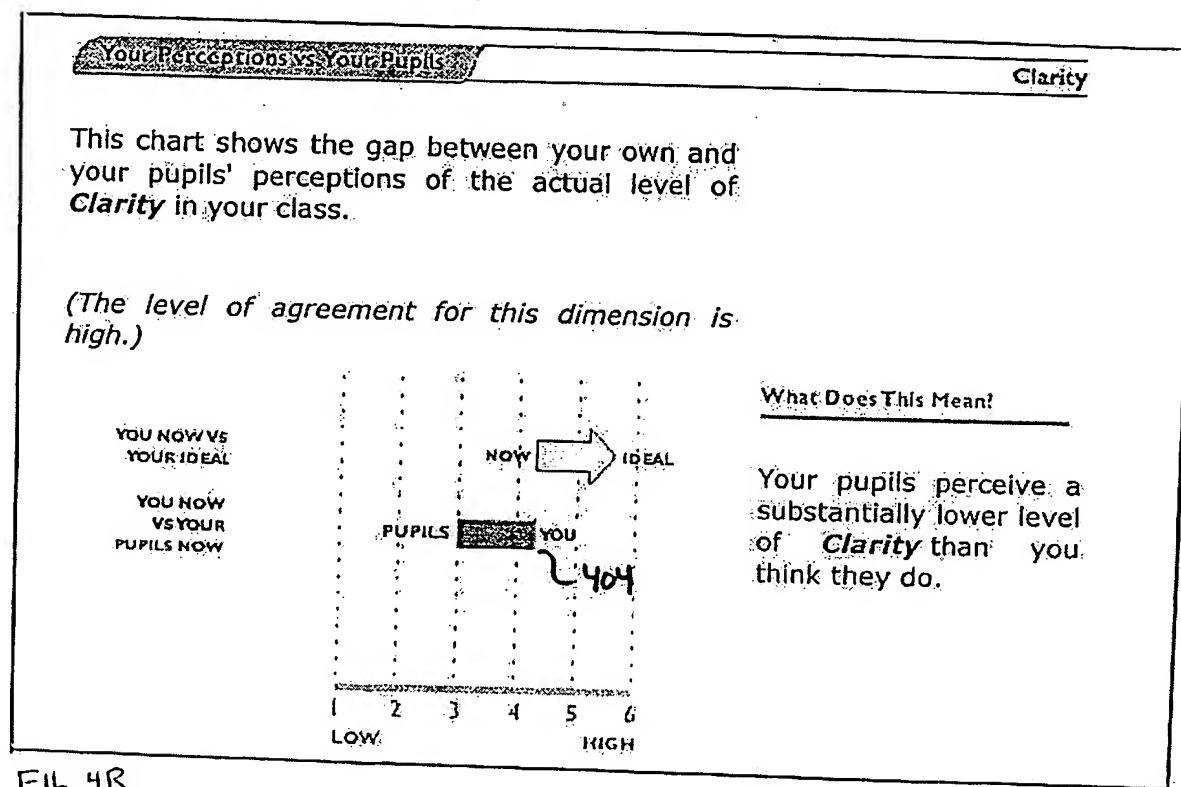


Fig. 4B

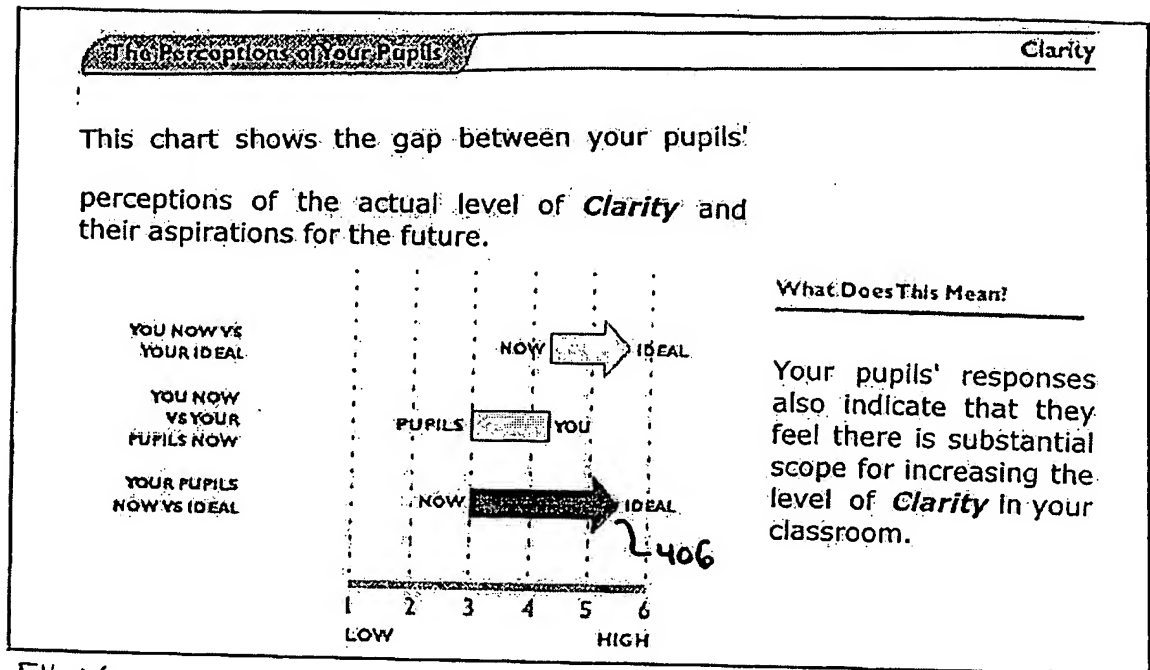


FIG. 4C

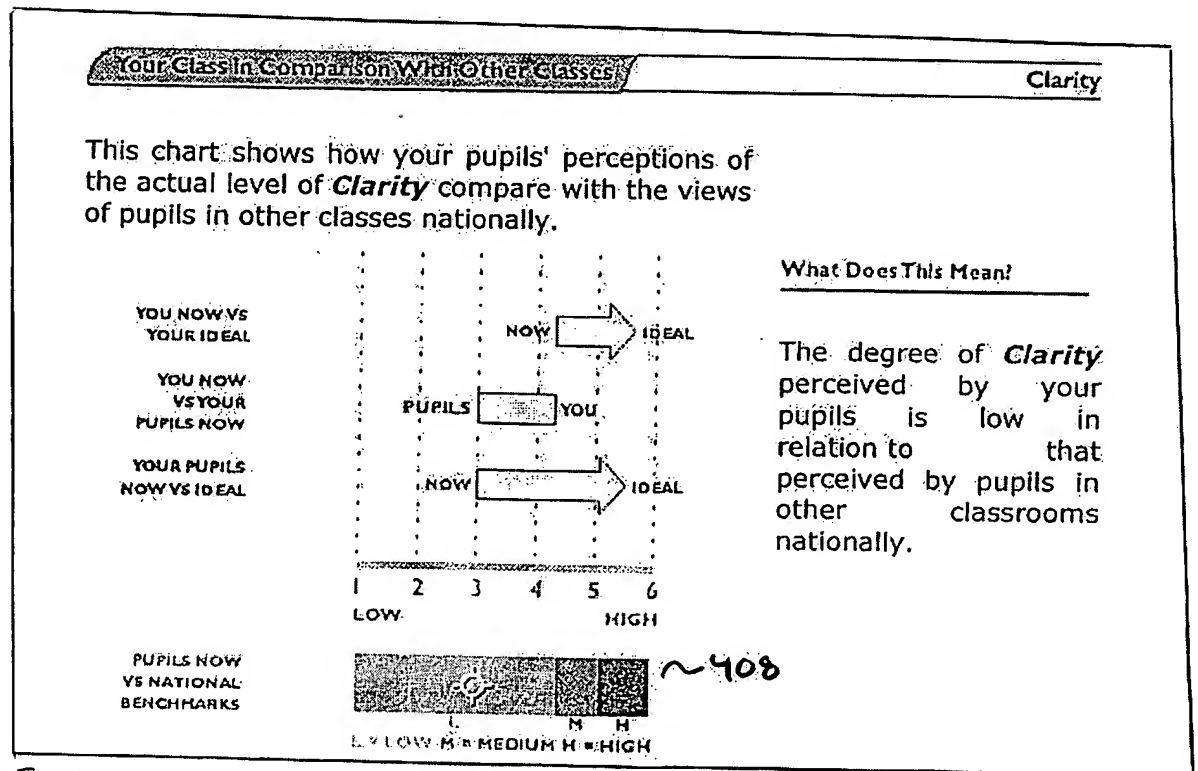


FIG. 4D

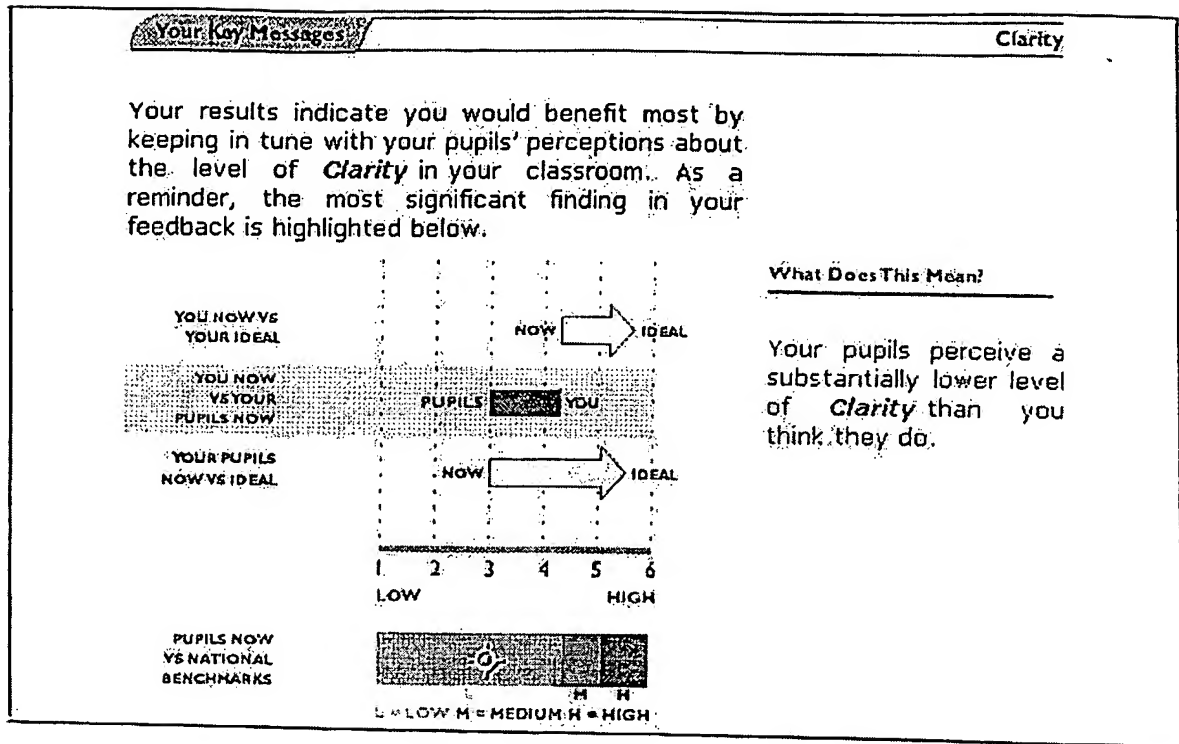


FIG. 4E

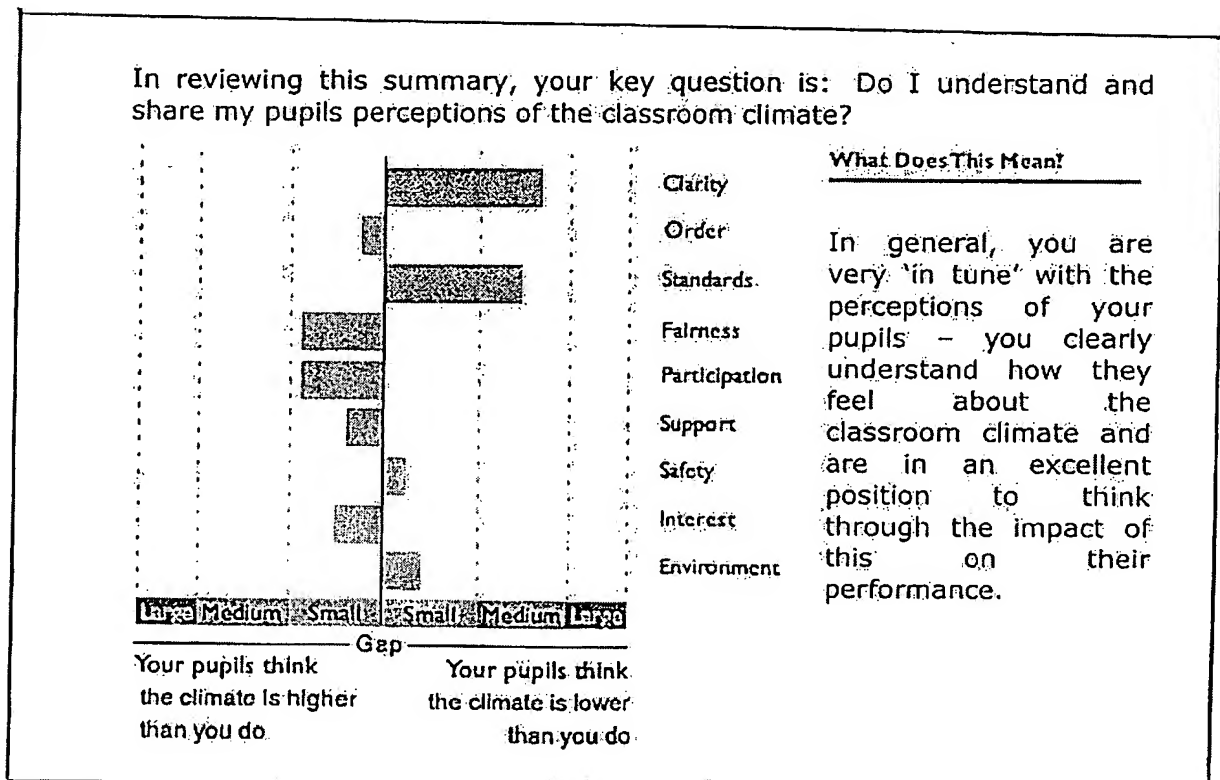
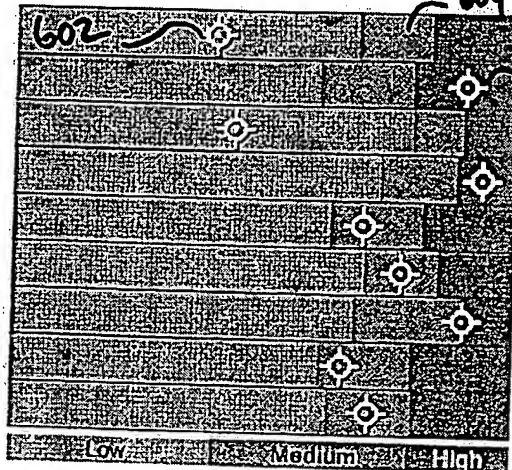


FIG. 5

In reviewing this summary, your key question is: Is there scope to improve the climate in this class to match or exceed the climate in other classrooms nationally, or would I do better to focus my energies elsewhere?



Clarity

Order

Standards

Fairness

Participation

Support

Safety

Interest

Environment

What Does This Mean?

Overall, your pupils perceive the climate to have a mixture of strengths and weaknesses when compared to that found in other classrooms nationally. You have created a good basis for building on existing strengths, but your feedback also highlights

those areas that may impede your pupils from performing to their full potential.

Fig. 6

Current Section: Getting Feedback			Implications
DIMENSION	PRIORITY	KEY MESSAGE	
Order	Medium	Understanding your pupils' experience.	4
Fairness	Medium	Maintaining the high level of this dimension.	
Clarity	High	Understanding your pupils' experience.	
Participation	High	Raising pupils' views against the Norms.	
Support	High	Raising pupils' views against the Norms.	
Safety	High	Understanding your pupils' experience.	
Interest	High	Raising pupils' views against the Norms.	
Environment	High	Raising pupils' views against the Norms.	
Standards	High	Raising pupils' views against the Norms.	

Fig. 7

Dimensions	Priority	Your Response
Order	Medium	Accepting
Fairness	Medium	I Don't Believe It
Clarity	High	Accepting
Participation	High	Accepting
Support	High	Accepting
Safety	High	Angry
Interest	High	Accepting
Environment	High	Accepting
Standards	High	Accepting

Fig. 8

Dimensions	Priority	For More Information	Select Up to 3 Key Action Areas
Order	Medium	<a href="#">Click Here...</a>	<input type="radio"/>
Fairness	Medium	<a href="#">Click Here...</a>	<input type="radio"/>
Clarity	High	<a href="#">Click Here...</a>	<input checked="" type="radio"/>
Participation	High	<a href="#">Click Here...</a>	<input type="radio"/>
Support	High	<a href="#">Click Here...</a>	<input type="radio"/>
Safety	High	<a href="#">Click Here...</a>	<input type="radio"/>
Interest	High	<a href="#">Click Here...</a>	<input type="radio"/>
Environment	High	<a href="#">Click Here...</a>	<input type="radio"/>
Standards	High	<a href="#">Click Here...</a>	<input checked="" type="radio"/>

FIG. 9

902

1002 ~ 1002

Characteristics: Click for More Information

Selected Action

Analytical Thinking	✓	○
Conceptual Thinking	✓	○
Drive for Improvements		⊙
Initiative	✓	○
Holding People Accountable		⊙
Managing Pupils	✓	⊙
Passion for Learning	✓	⊙
Impact & Influence	✓	○

1004

1006

Action Still Outstanding

FIG. 10

FIG. 11

1102

How do you see this now?

1104

1106

Now

Skip Question ▼

In Ms Osborne's class students are not expected to hand their work in on time

In Ms Osborne's class students are always expected to hand their work in on time

1108

How would you like to see this in the future?

Now

Future

In Ms Osborne's class students are not expected to hand their work in on time

In Ms Osborne's class students are always expected to hand their work in on time



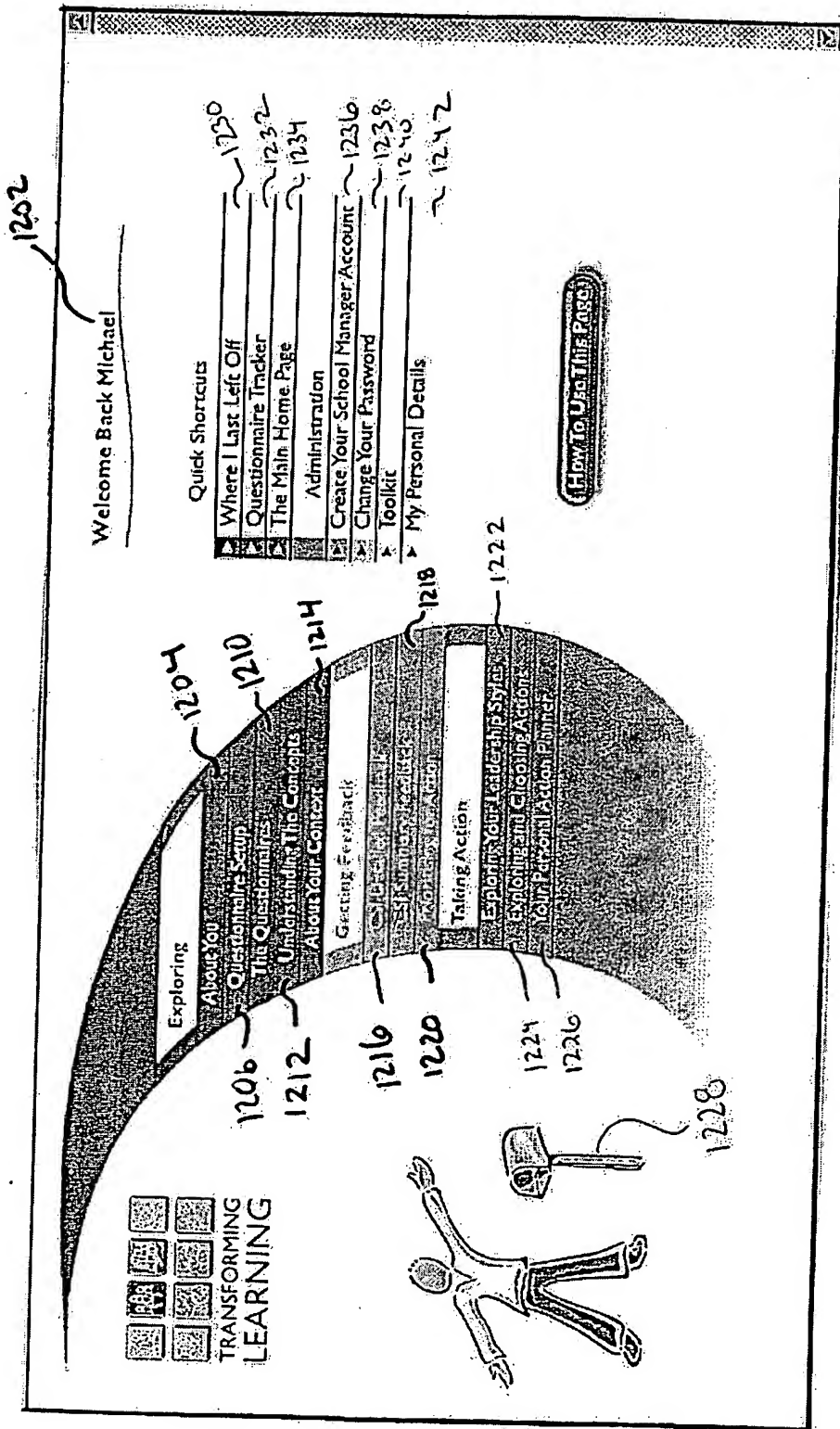


FIG. 12

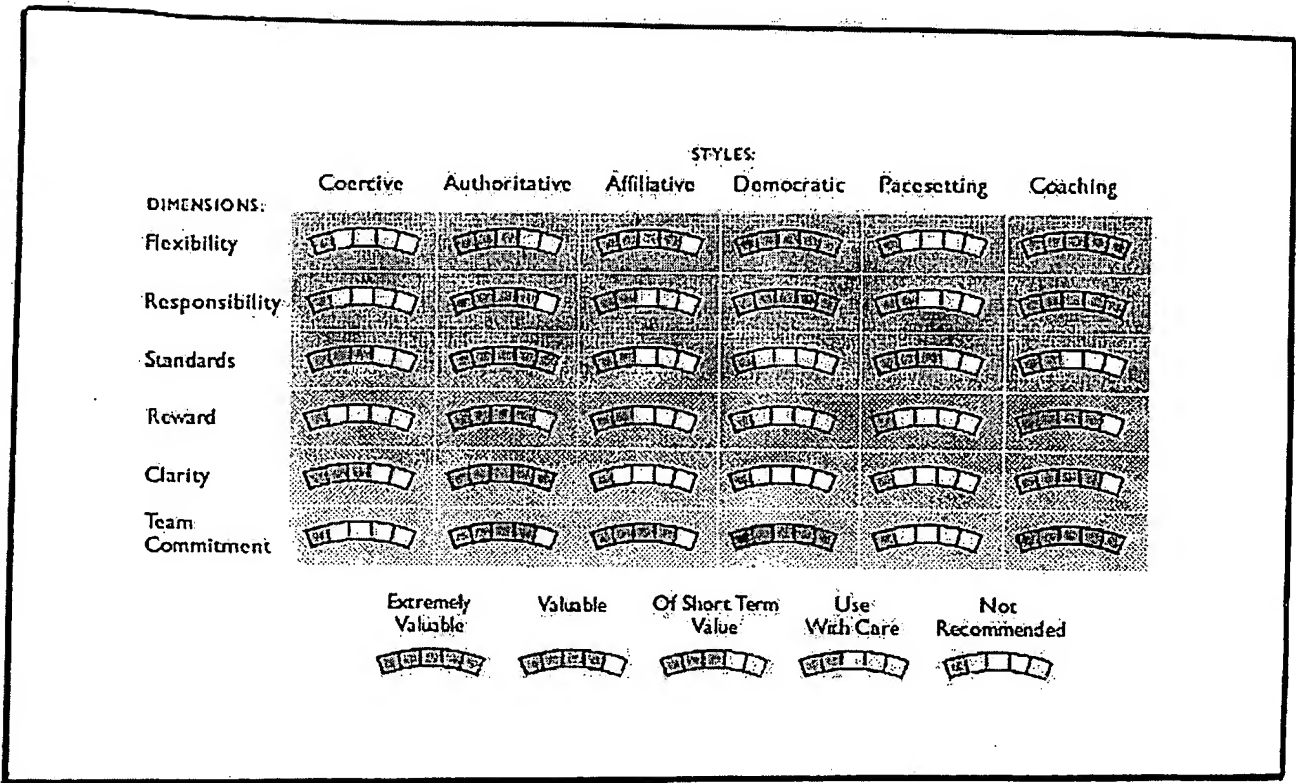


FIG. 13

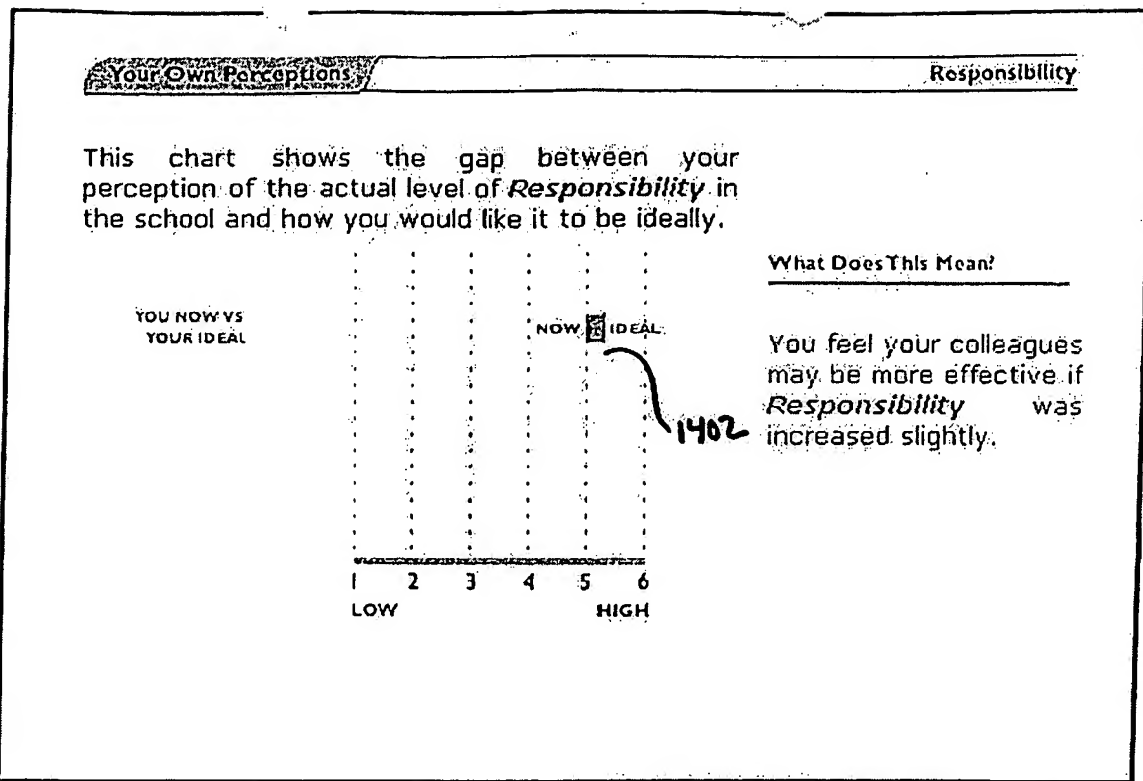


FIG. 14A

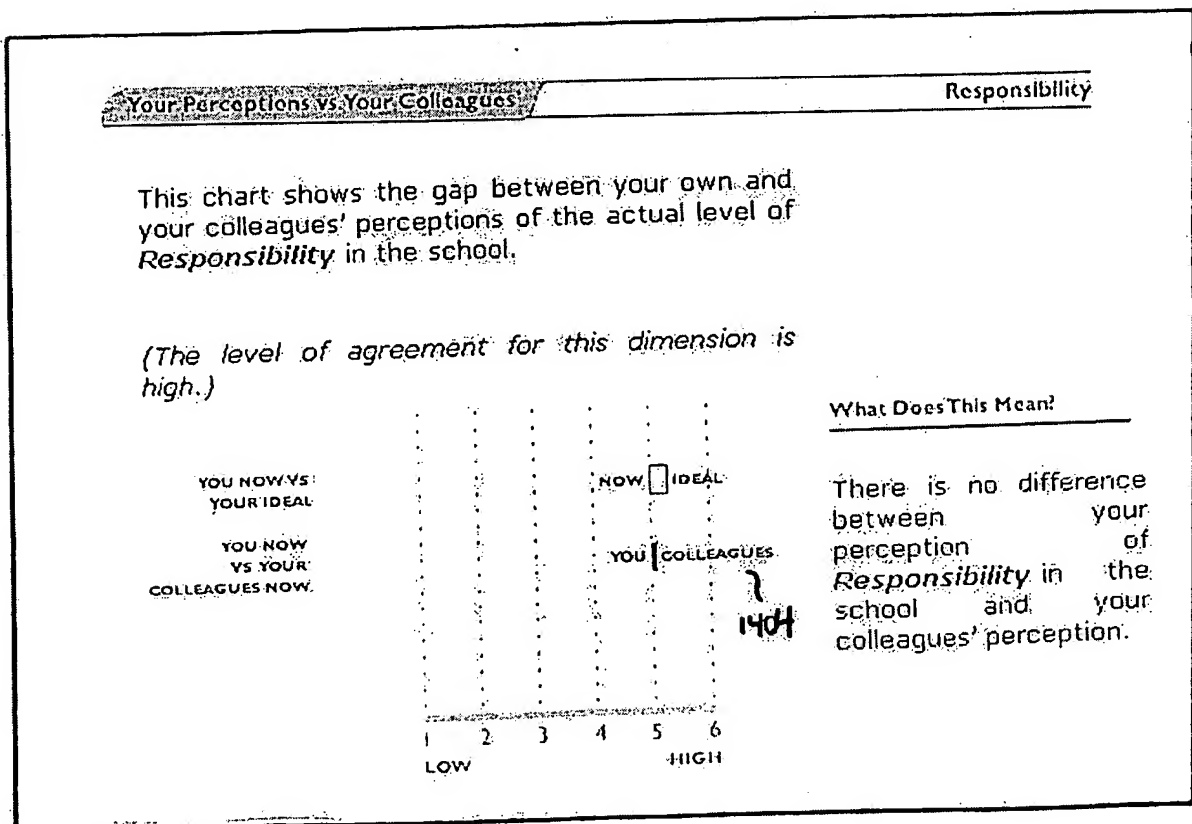
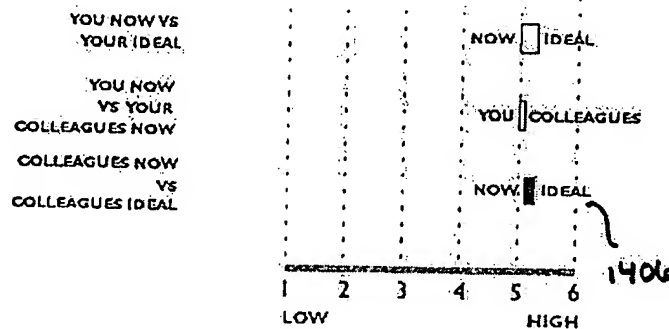


FIG. 14B

## Responsibility

### What Does This Mean?

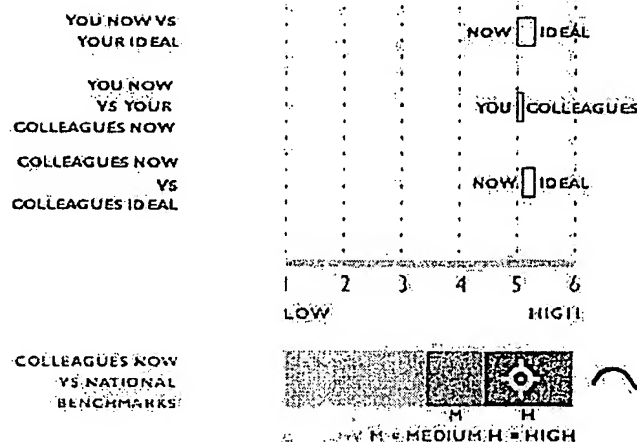


The responses of your colleagues also suggest that they feel satisfied with the level of *Responsibility* in the school.

FIG. 14C

## Responsibility

### What Does This Mean?



The level of **Responsibility** perceived by your colleagues is high in relation to that found in other schools nationally.

FILE 140

# **Your Key Messages**

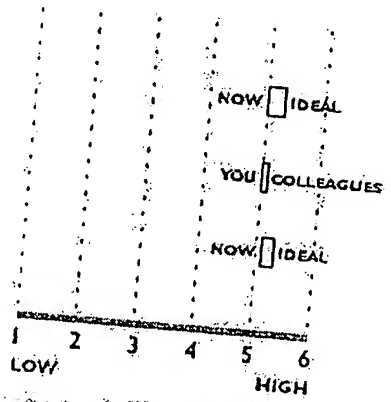
## **Responsibility**

You are in tune with the perceptions of your colleagues about *Responsibility*, and the level of this dimension is high in relation to that in other schools nationally. The challenge for you is to maintain this, whilst developing the most significant finding in your feedback : highlighted below.

YOU NOW VS  
YOUR IDEAL

YOU NOW  
VS YOUR  
COLLEAGUES NOW  
COLLEAGUES NOW  
VS  
COLLEAGUES IDEAL

COLLEAGUES NOW  
VS NATIONAL  
BENCHMARKS



### **What Does This Mean?**

The level of *Responsibility* perceived by your colleagues is high in relation to that found in other schools nationally.

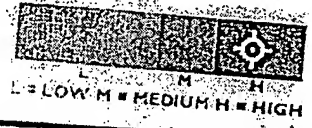


FIG. 14E

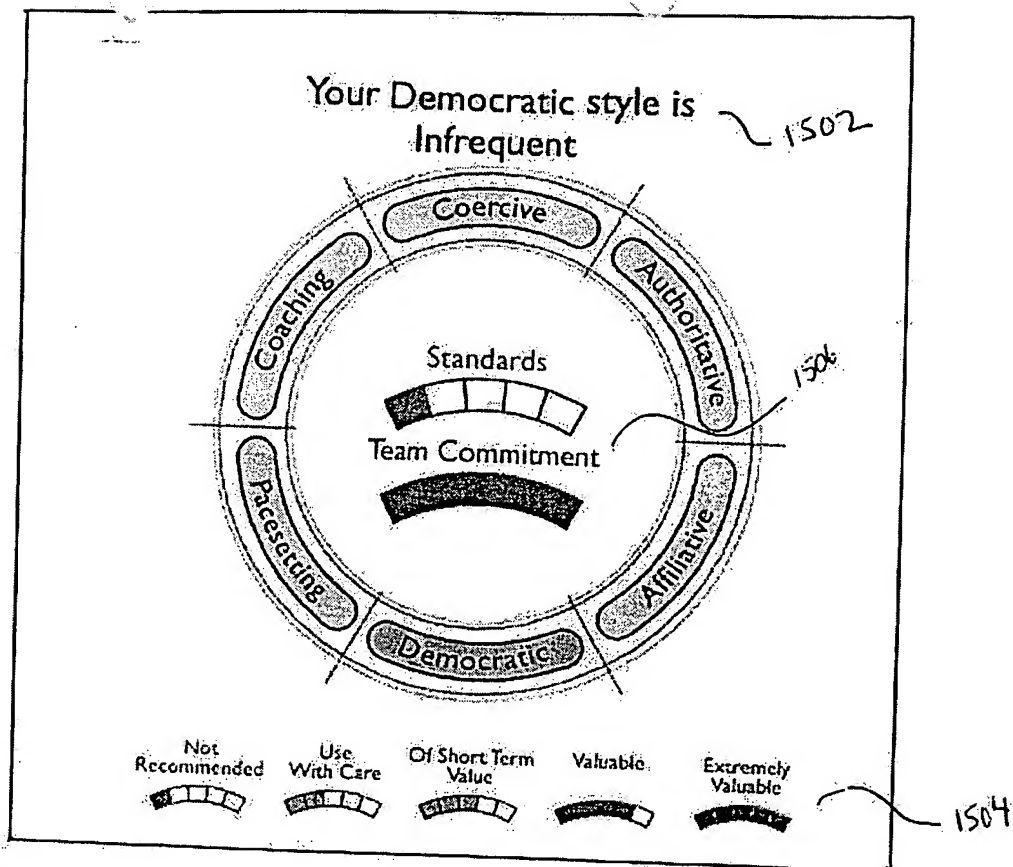


FIG. 15A

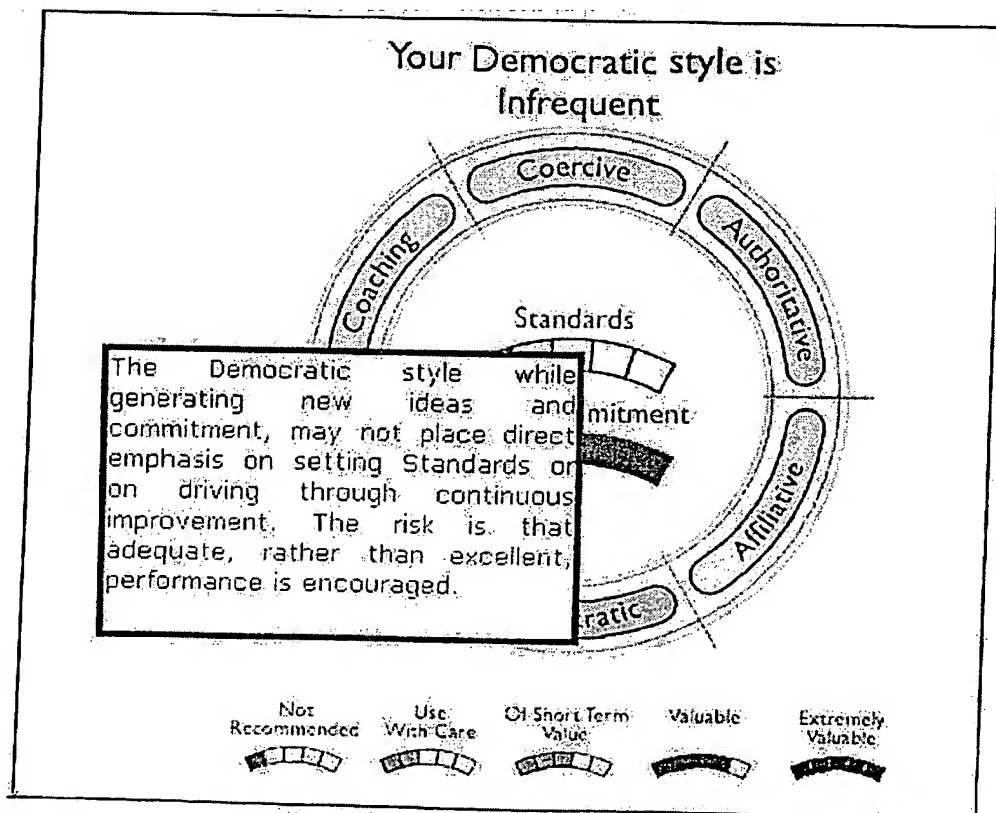


FIG. 15B

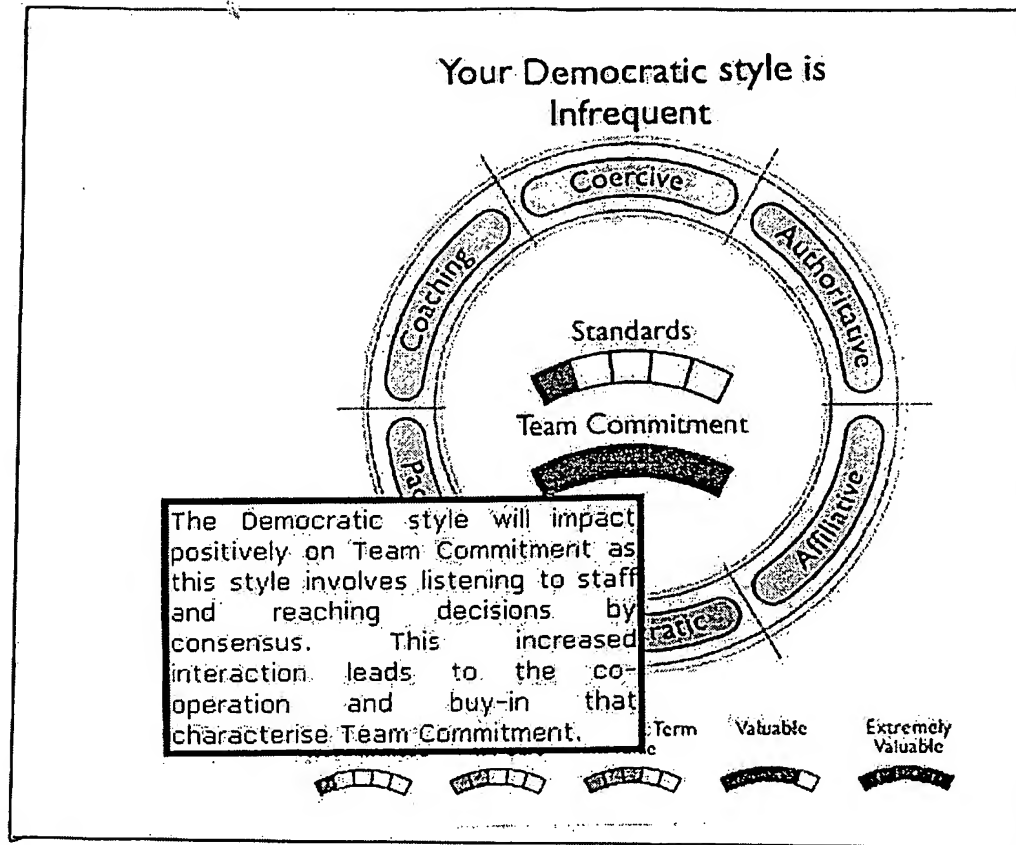


FIG. 15C

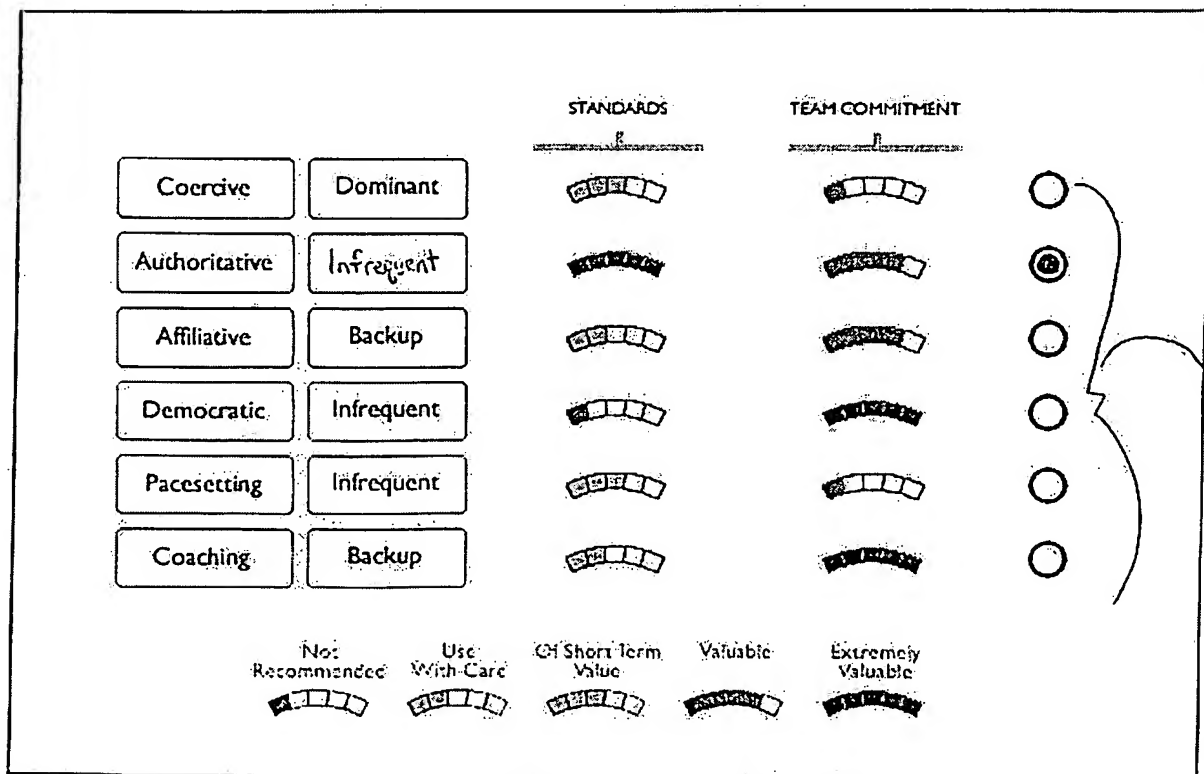


FIG. 15D

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